

**A STUDY ON THE FUNCTIONING OF
ASHRAM SCHOOLS IN TRIBAL AREAS
OF ANDHRA PRADESH AND
MAHARASHTRA**

Report Submitted to

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Dr. P. Sudhakara Reddy

Associate Professor

**DEPARTMENT OF ANTHROPOLOGY
SRI VENKATESWARA UNIVERSITY
TIRUPATI- 517 502, A.P.**

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RESEARCH TEAM

<u>S. No.</u>	<u>Name</u>	<u>Designation</u>
1	Dr. P. Sudhakara Reddy	Project Director
2	Dr. K. Raja Reddy	Senior Research Fellow
3	Mr. M. Mohan	Research Investigator
4	Mr. Mrudhul V. Patil	Research Investigator
5	Miss. D. Rama Devi	Computer Analyst

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Tirupati

(P. SUDHAKARA REDDY)

CONTENTS

<u>S.No.</u>	<u>Chapter</u>	<u>Page Nos</u>
	Action Points	i - vi
1	Introduction	1 - 11
2	Ashram School Education	12 - 22
3	Administration of Ashram Schools	23 - 38
4	Infrastructural Support	39 - 55
5	Teachers in Ashram School	56 - 99
6	The Parents and the Community	100 - 118
7	Students in Ashram School	119 - 159
8	A Profile of School Leavers	160 - 181
9	Summary and Conclusions	182 - 205
	References	i - v
	Appendix-1	i - iv
	Appendix-2	i - vii

LIST OF TABLES

S. No.	Title of the Table	Page No.
<i>Chapter-4: Infrastructural Support</i>		
4.1	Incentives Provided to Tribal Children in Ashram Schools	50
<i>Chapter -5: Teachers in Ashram School</i>		
5.1	Ethnic Groups Among the Teachers	75
5.2	Distribution of Teachers According to Gender	77
5.3	Age Groups Among the Teachers	78
5.4	Distribution of Teachers According to Religion	79
5.5	Qualifications Possessed by the Teachers	80
5.6	Improvement of Qualifications	81
5.7	Experience of the Teachers	82
5.8	Salary Levels Among the Teachers	83
5.9	Marital Status of the Teachers	84
5.10	Size of the Family Among the Teachers	85
5.11	Types of Family Among the Teachers	86
5.12	Place of Residence of the Teachers	87
5.13	Distance between Place of work and Residence	88
5.14	Mode of Conveyance	89
5.15	Distribution of Teachers According to Their Promotion	90
5.16	Teaching Aids Used by the Teachers	91
5.17	Co-curriculum Activities of the Teachers	92
5.18	Reasons Reported for Taking Teaching as Profession by the Teachers	93
5.19	Reasons for Job Preference in Ashram Schools	94
5.20	Opinion of Teachers on the Uses of Parent -Teachers Associations	95
5.21	Precautions Taken for Academic Improvement	97
5.22	Job Satisfaction Among the Teachers	98
5.23	Suggestions Given by the Teachers for Better Performance	99

Chapter-6: The Parents and The Community

6.1	Age among the Head of the Households of Ashram School Going Children	111
6.2	Levels of Education among the Parents (Father) of Ashram School going Children	112
6.3	Levels of Education among the Parents (Mother) of Ashram School Going Children	113
6.4	Size of Family Among the Parents of Ashram School Going Children	114
6.5	Types of Family Among the Parents of School Going Children	115
6.6	Occupational Pattern among the Parents of Ashram School Going Children	116
6.7	Levels of Income among the Parents of Ashram School Going Children	117
6.8	Number of Families Having Dropouts in Andhra Pradesh	118

Chapter-7: Students in Ashram School

7.1	Enrolment of Students According to Gender and Class	134
7.2	Distribution of Sample Students According to Age, Class and Sex	135
7.3	Distribution of Students According to Tribe	137
7.4	Place of Stay of the Boarders of Ashram Schools	139
7.5	Opinion of the Students on Their Accommodation	140
7.6	Opinion of the Students on Availability of Medical Aid	141
7.7	Opinion of the Students on Mode and Place of Treatment	142
7.8	Availability of Teaching Aids in Ashram Schools	143
7.9	Opinion of the Students on Library Facilities	144
7.10	Nature of Games and Sports Played by the Ashram School Children	145
7.11	Opinion of the Students on the Organization of Study Tours	146
7.12	Opinion of the Students on Organization of Picnics	147
7.13	Opinion of the Students on Gardening	148
7.14	Opinion of the Students on Vocational Training	149
7.15	Periodicity of Home Work in Ashram Schools	150
7.16	Organization of Study Hours in Ashram Schools	151

7.17	Ways of Spending Vacations by the Children	152
7.18	Subject-wise Performance Among the Ashram School Children	153
7.19	Distribution of Sample Students According to Performance Test	155
7.20	Educational Aspirations of the Students	157
7.21	Professional Aspirations of the Students	158

Chapter-8: A Profile of School Leavers

8.1	Ethnic Groups among the School Leavers	168
8.2	School Leavers According to Gender	169
8.3	School Leavers According to Their Age-group	170
8.4	Marital Status among the School leavers	171
8.5	Educational Status of the School Leavers	172
8.6	Year-wise Distribution of School Leavers	173
8.7	Size of Family Among the School Leavers	174
8.8	Types of Family Among the School Leavers	175
8.9	Opinion of the School Leavers on Their Present Occupation	176
8.10	Distribution of Income Among the School Leavers	177
8.11	Distance Between the Native Place and the School where the School Leavers Studied	177
8.12	Opinion and Problems of the School Leavers on the Ashram Schools	178
8.13	Reasons for Leaving the School as Reported by the School Leavers	179
8.14	Advantages of Education as Perceived by the School Leavers	180
8.15	Utilization of Developmental Programmes by the School Leavers	181

ACTION POINTS

Administration

- The strength of each ashram school and hostel should be fixed based on available infrastructure and local demand.
- The space for each child in the allotted room should be clearly demarcated and one should not encroach of the other area in the dormitories.
- The Head Master of Ashram School should periodically visit and guide the mini primary schools within the school complex, as they are feeder schools.
- The pattern of administration of hostels in Maharashtra may be followed in Andhra Pradesh for better performance of ashram schools.
- The school complexes should be strengthened for effective interaction and academic improvement.

- The post of DTWO in Scheduled Areas of Andhra Pradesh may be replaced with Assistant Project Officer as in the case of Maharashtra to look after both hostel administration and education.
- The residence of the warden may be made compulsory in the hostel premises itself so that they can look after the inmates properly and regularly.
- Some of the active N.G.Os. in Andhra Pradesh may be encouraged to takeover and maintain the ashram schools as in the case of Maharashtra.
- The posts like MRPs etc created under different schemes should be made more effective and accountable in achieving better academic results in their jurisdiction.
- Convergence of relevant institutions and officials at village and block/mandal levels should be made for effective coordination and interaction in development of education and to reduce financial burden to Government exchequer.
- Parents of each child have to visit and see the child preferably on every 2nd Saturday or 2nd shandy day (weekly market day) of every month and the warden should meet parents to appraise the progress in education, health and behaviour of the child.
- Advisory Committee members and inspection authorities have to make surprise visits and dine with inmates of the hostel without any prior intimation to facilitate check and good rapport with inmates and hostel administration.
- Strict disciplinary action may be taken on the Wardens who violate the rules, regulations and responsibilities entrusted to them.
- Vocational training and craft education suitable to tribal areas should be introduced at secondary school level to facilitate school leavers to choose non-farm livelihood options.

- Discontinue rotation system of wardenship and the senior most teacher at higher grade should be appointed as warden and a post of Asst. warden may be appointed among the teachers in secondary schools.
- District wise school educational maps have to be prepared systematically to plan to establish schools in school less villages / settlements.
- The VTDA and SEC have to identify the dropouts to motivate them to pursue education further. Back to school programme should be effectively implemented on large scale.
- Organization of cultural activities should be made compulsory and competitions have to be arranged in every I.T.D.A area as they are guiding principles of ashram schools.

Infrastructure

- The major infrastructure like library, teaching aids and sports/games material should be provided to every ashram school and see that every school should maintain them properly for better utilization.
- Gaslights have to be provided for study purpose in nights where the hostels are not electrified.
- The games material like volley ball, ring tennis, football, badminton, caroms, etc., have to be provided at least once in every year as per availability of space and demand.
- A separate room may be allotted for sick children in order to segregate and to take quick measures to eradicate scabies and other diseases.
- Every ashram school must maintain two cards for each child i.e. 1) Education card and 2) Health card. The marks obtained in quarterly, half-yearly and annual examinations have to be entered into education card and health status has to be entered into health card.

- Local Lions Clubs, local rich people and the local voluntary organizations may be approached to supply dresses and other necessary articles to the poor and orphan children.
- Mid-day meal scheme should be implemented in all primary schools and community schools established mainly for S.T. children for better retention.
- In the dietary chart of every ashram school, the items of locally available food items like Jowar, Ragi, fish/dry fish, green leaves etc, may be included.
- More varieties of pulses may be added in addition to the existing dhal (red gram) in the hostel menu of Andhra Pradesh as in the case of Maharashtra.
- Training should be given to the hostel staff including warden in maintaining records, methods of cooking and other hostel activities.

Teachers

- Teachers must reside at place of work to devote more time on school children.
- All the teachers, headmasters, and wardens posted in ashram schools have to be given training in tribal life and culture in addition to regular Teacher Training courses.
- Special training modules should be prepared to make the tribal and non-tribal teachers to stay, teach, maintain school records, co-curricular and extra-curricular activities in ashram schools.
- The performance based promotions for teachers or teachers on contract with better remuneration will be more suitable in tribal areas.
- Co-curricular and extra-curricular activities suitable to tribal children should be encouraged.

Parents and the community

- Provide excellent scope and opportunity for participatory management of village level educational institutions in tribal areas.
- Education Guarantee Scheme (EGS) as implemented by M.P. State may also be implemented in all the tribal settlements irrespective of their situation in the TSP area or in the plain area.
- The policy and action may be tightened to curb the malpractice/misappropriations in the administration of hostels associated with ashram schools.
- Action should be taken to follow strict implementation of the prescribed menu in the hostels.
- Adult literacy and non-formal education centres should be started in every tribal village and total literacy campaign should be given top priority.
- Celebrate local festival of tribals atleast once in a year in order to identify with local community and culture.

Students/academic

- Free and compulsory Primary Education upto the age of 14 years as envisaged in the article 45 under Directive principles have to be accorded top priority with regard to education of tribal children.
- Significant cultural traits, ethos, traditions, fairs and festivals, folk dances, folk tales, proverbs, riddles etc. have to be included in the basic textbooks, which are followed in various classes in tribal areas.
- Special guest lectures by Scientists, Educationists, popular folk artists at regular intervals have to be arranged in order to facilitate widening of mental horizon of students as well as teachers at secondary school level.

- Competitions in co-curricular and extra-curricular activities should be conducted regularly in every Ashram School and among the various educational institutions in the district.
- As performance of students in common examinations is not satisfactory especially at X class special classes may be organized in subjects in which boys / girls are backward.
- The calendar of the holidays have to be modified to suit the local conditions, communities and seasons of particular area instead of following uniform calendar of holidays.

INTRODUCTION

Several Committees and Commissions like Renuka Ray Committee (1957), Elwin Committee (1960) and Dhebar Commission (1962) have gone into the question of improving the quality of education in Scheduled areas and suggested Ashram Schools as an improvement over the existing pattern of education. The concept of Ashram School stems from the objective of providing an atmosphere in which the inmates are offered full opportunities for total personality development. Ashram Schools are residential schools in which free boarding and lodging along with other facilities and incentives are offered to the inmates. One of the major thrusts of Ashram Schools is imparting skills in crafts\vocations apart from providing general education.

The National Policy on Education (1986) has strongly advocated that the new policy will lay special emphasis on the removal of disparities and equalize educational opportunities by attending to the specific needs of those who have been devised equality so far. Therefore, Residential Schools, including Ashram Schools were established on large scale. In 1960-61, there were 189 Ashram Schools in the country enrolling 10,890

students and the number of Ashram Schools in the year 1980-81 was 1,609 enrolling 83,049 students. Majority of Ashram Schools in the country is concentrated in six states viz. Andhra Pradesh, Madhya Pradesh, Maharashtra, Gujarat, Orissa and Rajasthan (Sujatha, K. 1990).

Although the concept and objectives of Ashram Schools are basically common in all states, however, they're planning and management varies in different states. The levels of education, norms of establishing schools and working pattern differ from state to state. Director of Tribal Welfare looks after the financial and administrative part of Ashram Schools, whereas the academic inspection and supervision are the responsibilities of Education Department. In some of the states like Maharashtra and Gujarat, they are mostly run by voluntary organizations as private aided schools, whereas in Andhra Pradesh, Orissa, Madhya Pradesh and Rajasthan, Ashram Schools are exclusively under the Tribal Welfare Department of respective state governments (Sujatha, K. 1990).

The Government of Maharashtra through Tribal Welfare Department introduced the scheme of 'Ashram School Complexes' in 1992 and This scheme was also extended to Andhra Pradesh in this Scheme was aimed to speed up socio-economic development of the inhabitants of scheduled and hilly areas by adopting an area development approach through Ashram School as a focal point. In Andhra Pradesh the Tribal Welfare Department has been providing special incentives to the tribal parents whose children are admitted in to Ashram Schools.

The extent of infrastructure facilities like physical space, equipment, teaching aids and teacher pupil ratio available in the school are some of the indicators for the quality of education provided in Ashram Schools. Ashram Schools differ very widely in their enrolment pattern. The syllabi, text books, and examination system in Ashram Schools are the same as in non-Ashram Schools which is prescribed by the State Government.

Though the Ashram Schools are best means of educating the tribals, the outcome of these in some of the areas is not up to the mark due to various factors. Basically the tribal child suffers from social, psychological and emotional deprivation, isolation, unawareness of situation outside his community and shyness. The infrastructure and the study material are not suitable to the local culture. Further, socio-cultural and economic conditions of the tribals may not permit them to succeed even primary level of education. It is commonly accepted that socio-cultural and economic aspects of the family greatly influence the educability of the children in all societies.

Anthropologists and Sociologists have evinced keen interest in making studies on tribal education and its socio-cultural implications. Haimendorf (1944), Madan, T.N. (1952), Karve (1957), Vidyarthi, L.P. (1955), Basu, M.N. (1963), Kaul, S.K. (1967), Sachidananda (1967), Gore, M.S. (1967), Naik, T.B. (1969), Srivatsava, L.R.N. (1969), Ambasht, N.K. (1970), Roy Burman (1972) Sharma (1976), Rathnaiah, E.V. (1977), Khurana, (1978), Sujatha (1990), Ananda (1994), and others have studied different aspects of tribal education and suggested several measures for the promotion of education among the tribals. However, there are very few studies particularly on Ashram school education among the tribals in India.

Shah, B.N. (1958) has discussed about the importance of vocational education in the Ashram Schools of Orissa. Dave P.C. (1957), Patnaik (1957) and Vyas Ambalal (1959) have also made studies on history, status and essentials of Ashram School education in Orissa. Apte, J.S. (1960) and Das, (1964) have discussed briefly the origin, functions, importance and problems of ashram school education. Joshi Vidyut (1984) and Shah Vimal (1985) have reviewed the progress of tribal education and discussed various issues relating to tribal education in Gujarat. Sita.T. (1979) has studied the growth of education among the Oraon tribe and analysed the dynamics of educational development in Tribal India.

An in-depth study of Ashram schools in central tribal belt was made by Sharma, G.D. and Sujatha, K. (1983) and this study examined the differential utilization of ashram school facilities by different tribal groups, reasons for school wastage and stagnation, socio-economic and administrative problems of ashram school education. Ananda, G. (1994) has studied ashram school education among the Chenchu, a primitive tribal group in Andhra Pradesh and examined parent-child-teacher interactions, wastage and stagnation and factors affecting ashram school education. In addition to these studies National Council conducts a few detailed studies on ashram school education for Educational Research and Training, New Delhi and the concerned State Tribal Research Institutes.

The studies on Ashram school report that these schools have helped in increasing accessibility to tribal children living in remote areas (Saxena, 1988; Sujatha, 1990). Moreover, the schools have helped in meeting the needs of children in remote areas by equalizing opportunities by providing free boarding and lodging facilities. The coverage of Ashram schools, however, is very small. Only 4 per cent of enrolled children are studying in these schools (Shrama & Sujatha, 1982; Saxena, 1988). Dropout in these schools is low but quite costly because of high cost per pupil. However, wastage and stagnation in these schools is ascribed to poverty and parental indifference. Facilities in these schools were found to be poor and teachers' attitude was found to be indifferent. (Pratap et al, 1971; Desai & Patel 1981).

A major lacuna of these schools is that they are following the usual curricula. Rich amongst the tribes mostly utilized the hostels attached to the institutions. Rooms were found overcrowded. Superintendents of hostels were not qualified to manage them. The school do not contribute to integration of tribes with non-tribes (Jha, 1985). It is observed that academic achievement of these schools is comparatively better as compared to non-Ashram schools (Saxena 1988).

In the early 1970s most of the studies on incentives concentrated on an evaluation of post Matric Scholarship Scheme (Chitnis 1972; Premi 1974). A major study in respect to incentives at the school stage was undertaken by Planning and Monitoring Division of the Ministry of Education and Culture (MOE, 1978).

Regarding hostels and Ashram schools, the general findings of the studies are that do not meet the need of all the tribal students. Many have to stay in rented rooms, sometimes under unhygienic conditions. The hostels are mostly overcrowded. Basic facilities in the hostels like drinking water and electricity are lacking. Maintenance of the hostels has not been found to be good. Supervisors seldom set stay in the hostels, the supervision consequently, is poor.

Ashram schools are too few to cater to the needs of the tribal children. They do not meet the objectives with which they were set up. Despite the provision for relevant academic inputs, the curriculum, teaching-learning processes and evaluation procedures continue to be the same. Teachers are not trained to understand the tribal culture. While the drop out rate for these schools is lower than non-residential schools, the overall cost effectiveness of these schools is found to be poor.

It may be noted that no systematic study of functioning of these schools in respect to academic inputs like curriculum, teaching-learning material, training of teachers or methodology of teaching has been undertaken. Further, it is not empirically validated as to how far these input, particularly, relevant curriculum would contribute to improve the achievement level of children.

In this context, an evaluation on functioning of Ashram Schools in Tribal areas of Andhra Pradesh and Maharashtra has been undertaken to determine the extent to which aims and objectives and the reasons therefore. Accordingly, the following research questions will be borne in mind to elicit information relating to the problem under study. a). What is the extent of success of Ashram schools in the context of ecological

and socio-cultural fabric in both the states and is there any significant difference in achieving the objectives of the programme between the ashram schools directly run by voluntary organizations in Maharashtra and the Dept. of Tribal Welfare in Andhra Pradesh, b). What are the important segments of the programme in both the states and how they function in promoting ashram school education, c). What are the expected and actual roles of different personnel involved in promoting ashram school education, d). How parents - children and teachers interact with in their ecological and socio-cultural system in achieving the objectives of the programme, e). How the Dept. of Tribal Welfare, Dept. of Education and voluntary organizations co-ordinate the programme and f). Is there any significant difference between the ashram schools representing uni-community (single tribe) and multi communities (different tribal communities).

The study intends to improve both the planning and execution of programmes and to consider changes in the policy if necessary. This comprehensive evaluation study has to evaluate various important segments of the programme through anthropological approach.

The ashram school programme implies the conversion of given human financial and other resources as inputs through a process in to some desired outputs such as boarding, accommodation and education which in turn influences or effects a change in a desired direction. Thus, it has a relationship between the inputs and outputs are to see whether such relationships or model remains valid throughout the evaluation of the project.

Objectives

The major objectives of the present study are:

- i) to determine the extent to which the Ashram School programme has been succeeded in terms of enrolment and imparting education including vocational skills to the tribal children;
- ii) to examine the role of teachers and tribal parents in educating the tribal children through the Ashram Schools;

- iii) to assess various important segments of the programme to provide an insight whether the programme is running on the desired lines; and
- iv) to determine various factors affecting the achievement of goals of the Ashram schools in the context of ecological and socio-cultural setting of the tribals in the two states under study.

Methodology

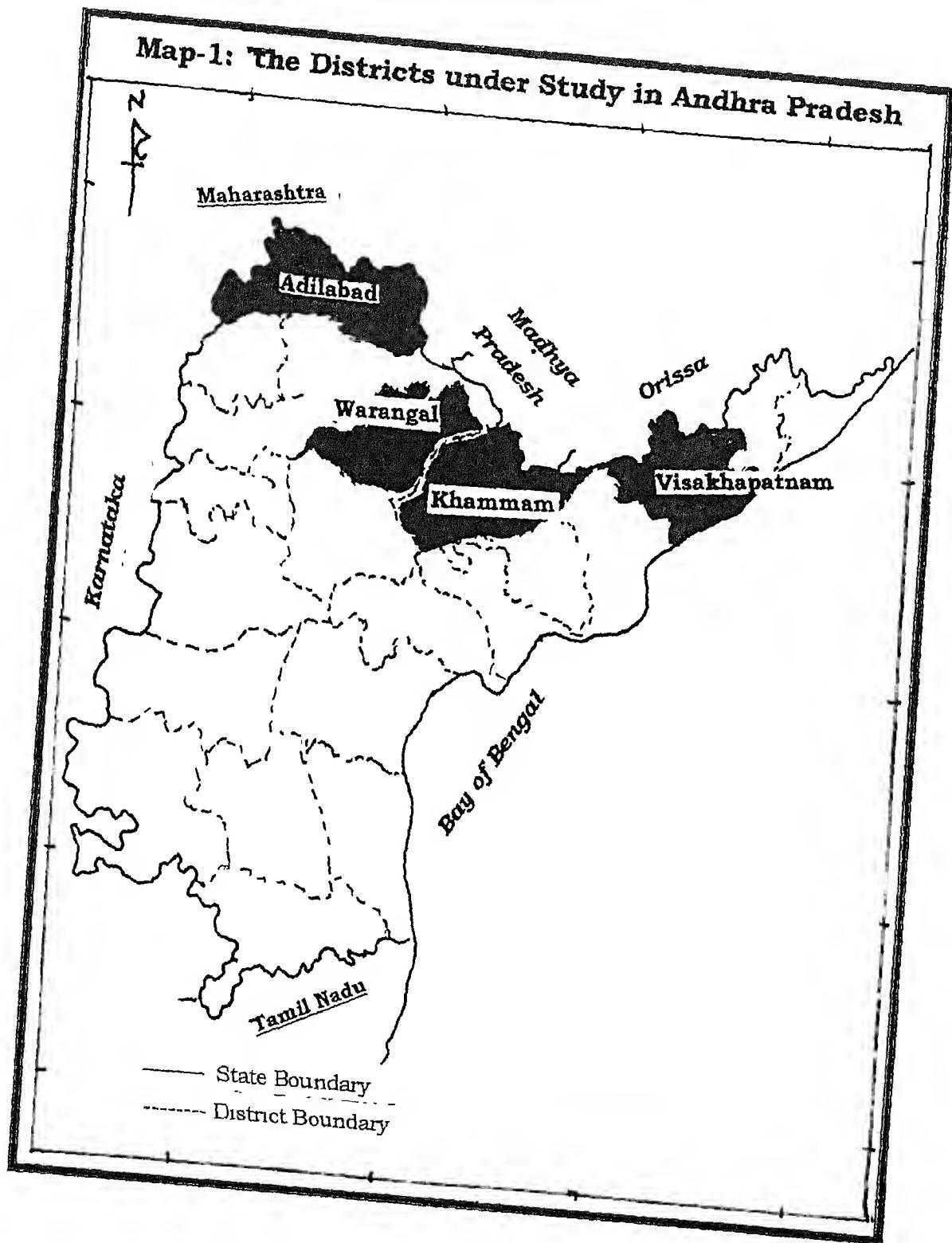
The present research work is an attempt to evaluate the performance of Ashram Schools in the Tribal areas of Andhra Pradesh and Maharashtra states. The universe of the present study consists of (i) the tribal students studying in Ashram Schools (ii) the tribals who left the ashram school after completing their education (iii) the tribal parents (iv) the Ashram School teachers and (v) the headmasters and hostel wardens. The area of the study consists of Ashram Schools and the associated tribal habitations in Andhra Pradesh and Maharashtra.

Sample of the study

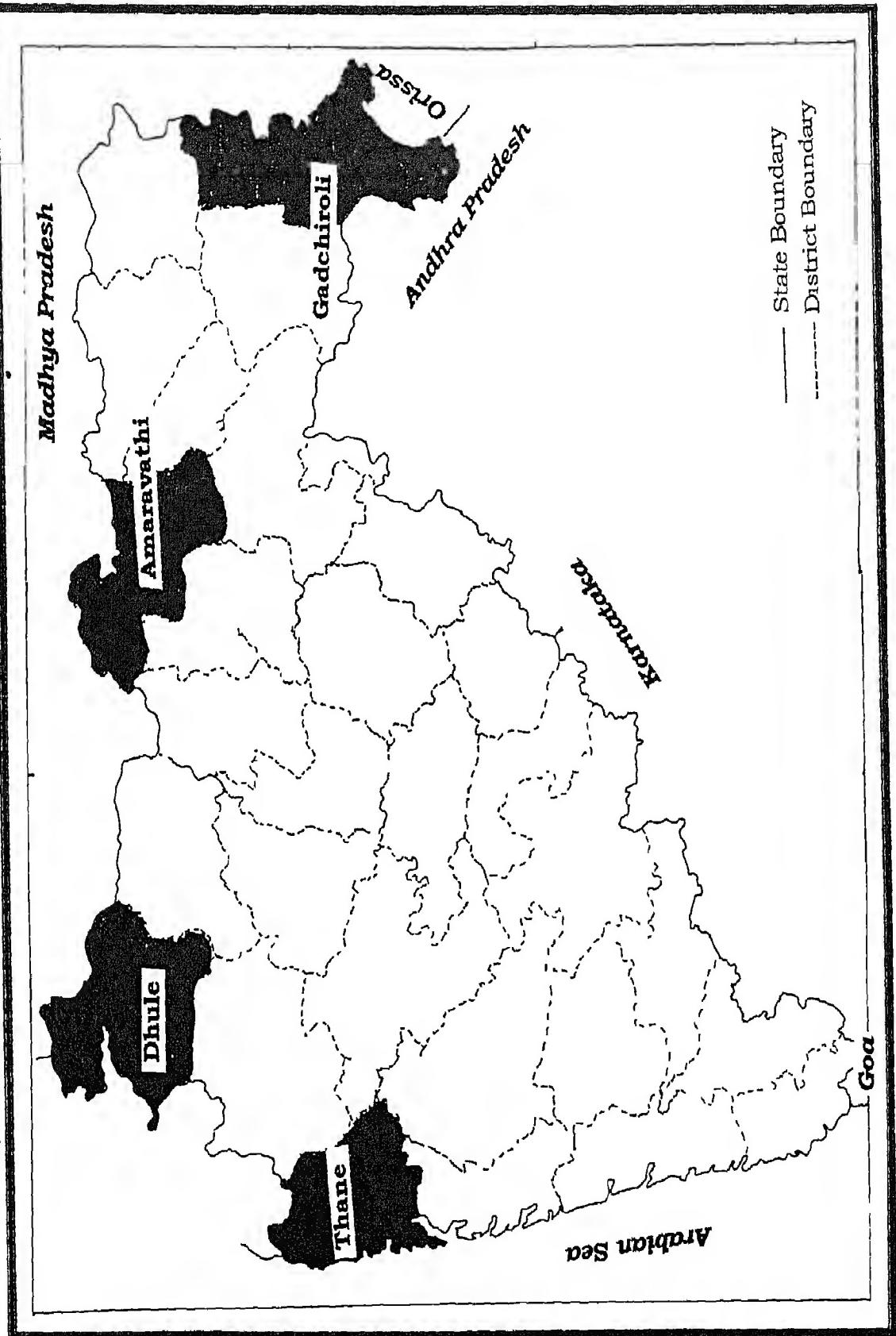
The list of Ashram Schools, their school children and the associated tribal parents are the sampling frame of the study. The ashram schools, the school going children and the tribals who left the Ashram School after completing their education are the units of sampling. The selection of sample is based on multi-stage random sampling method.

In the first stage, four Districts having more tribal population in each state are selected. The list of Ashram Schools in the selected districts are gathered and the schools are classified into two categories viz., interior and fringe based on its transportation and other communication facilities. The schools lying within a kilometer from the bus facility are considered as fringe and the remaining are considered as interior.

Map-1: The Districts under Study in Andhra Pradesh



Map-2: Showing the Districts Under Study in Maharashtra



In the second stage, two Ashram schools in each District are selected from each category based on random sampling method. Care was taken in selecting the sample schools to cover different levels of education like primary, upper primary and secondary),in Andhra Pradesh and basic and post-basic schools in Maharashtra and different tribal groups. Thus, sixteen Ashram Schools in each state (16x2) are selected for the study.

In the third stage, not more than ten students each from classes V, VIII and X in Andhra Pradesh and classes IV, VII and X in Maharashtra are selected at random for intensive study as suggested by the ERIC. In addition to those, ten individuals from amongst those who have studied in Ashram schools and left after completing primary, upper primary and secondary or basic and post-basic are also included at random in the sample of the study. The parents/guardians of the selected students are also considered for the purpose. All the teachers, head masters and wardens in the selected Ashram Schools are considered for the study.

Thus the study includes 16 ashram schools in Andhra Pradesh consisting of 4 schools of which 2 schools located in interior areas and 2 schools in fringe areas in each district. Adilabad, Khammam, Visakhapatnam and Warangal are selected as sample districts based on tribal concentration, ethnic distribution, status of the school and tribal literacy. Hatti, Chunchughat, Danthanpalli and Pochamloddi in Adilabad district; Kolluru, Tekuloddi, Guduru and Ankampalem in Khammam district; Pedabidda, Saparala, Malakapolam and Munching put in Vishakapatnam district ; and Ilapur, Madagudem, Chunchupally and Tadwai in Warangal district are selected based on random method.

Similarly, the study includes 16 ashram schools in Maharashtra consisting of 4 schools of which 2 schools located in interior areas and 2 schools in fringe areas in each district. Amaravathi, Dhule, Gadchiroli and Thane are selected as sample districts based on tribal concentration, ethnic distribution, tribal literacy and management of schools. The

sample include 8 schools managed by the government and 8 schools under different non-government organizations and of which 8 basic schools and 8 post basic schools in Maharashtra. Talwad, Halewara , Bhambaghad and Todsa in Gadchiroli district. Ambesti, Dhaberi, Thalwada and Deheri in Thane district, Somaval Navalpur, Raisinghpur and Shirve in Dhule district and Hatru, Raipur, Nandgaopet and Tembli in Amaravathi district are selected based on random method.

Techniques and data collection

The data for the study are gathered from both primary and secondary sources. The secondary data relating to the concept and growth of Ashram School education in India, structure and organization of Ashram School education in both the states are collected from the relevant literature and the concerned authorities. The data relating to wastage, stagnation and number of children who completed school final (5th, 7th& 10th) for the last five years are gathered from school registers and official records.

The primary data are collected through anthropological fieldwork. The Project Fellow has spent about two weeks for each school and its associated hamlets. The data on the establishment and development of the school, the socio-cultural and economic aspects of the tribals are collected from the tribal leaders and the concerned headmasters/wardens. Interview schedule for headmaster/warden, teachers, students and parents are prepared separately and administered. Mostly open-ended questions are asked through interview schedules particularly for tribal parents and children. In all sets of schedules, through which data are gathered, one blank page was provided for the investigators to record any special observations they may feel relevant to the study.

An interview schedule was prepared to collect information regarding identification data, objectives of Ashram School education, the infrastructure of the school and the hostel, the process of admission, his problems and opinion with the children, the tribal parents, the teachers

and the administration in achieving the objectives of the Ashram School education from the headmaster/warden. Data relating to socio-economic and educational background of the teachers, their experiences and problems in Ashram School education and attitudes and opinion towards the tribals and ashram school education are collected through another interview schedule administered to the teachers.

Information relating to socio-cultural background of the student, his problems and attitudes towards the teachers, the warden, the school including hostel facilities, reasons for absenteeism and stagnation are collected through another interview schedule applied to the sample students. A separate interview schedule was prepared to collect data on the present socio-economic status and the impact of ashram school education on the life of the individuals who completed school final i.e. 5th, 7th & 10th. Another interview schedule was administered to each parent to gather data pertaining to family background of the parent, his attitude towards his/her children's education, the opinion on the working of Ashram School, hostel facilities, problems in sending their children to school and the children's habits and contribution to the economy of the family.

Both output and impact indicators are identified and framed to determine the extent to which aims and objectives of the programme have been fulfilled. The information on the number of children utilizing vocational skills, attitudes and opinions of parents, children and teachers towards each other and regarding curriculum, infrastructure, duties and actual working of the teachers are collected. A few standardized tests on readability, mathematical tables etc. were prepared to evaluate learner's achievement in the school.

The project Officers of ITDAs, the District Tribal Welfare Officers, the District Education officers, the School Inspectors and the concerned personnel in the voluntary organizations are interviewed to understand the process of implementation of Ashram School education among the tribals and the problems they are facing in implementation.

Formal and informal discussions, interviews with the help of guide points and participant observation have used during the field work, for the collection of data such as socio-cultural life of the tribals, location and physical environment of the Ashram School, infrastructure in the school and the hostel, administration, teaching methods and response of the students. Key informants were selected and interviewed for intensive understanding of the reasons of absenteeism, stagnation, dropouts and the problems of Ashram School education. A few case studies are also gathered and integrated with the data collected through other techniques for in-depth understanding.

The management of data includes scrutiny of filled in schedules and the preparation of tabulation plan. The data and other qualitative information were processed using a computer on the basis of a tabulation plan prepared for the purpose taking in to account the objectives of the study, the quality and spread of data gathered and the conclusions to be derived.

Chapterization

The raw data were analysed and presented in nine chapters. The first chapter gives the importance of the study, a brief review, objectives, sampling design, tools and techniques used in the study. The concept of Ashram School and its functioning are discussed in second chapter. The third chapter deals with various aspects of administration of ashram schools. The infrastructure facilities available in ashram schools are described in fourth chapter. The fifth chapter deals with profiles and performance of teachers working in ashram school.

The sixth chapter deals with role of the community and the parents in promoting ashram school education. The profile and performance of school students are discussed in seventh chapter. The status of school leavers and perception towards ashram school education are discussed in eighth chapter. The last chapter gives the summary and conclusions of the study and provides a few suggestions for better implementation of ashram school programmes.

ASHRAM SCHOOL EDUCATION

The concept of Ashram School, objectives and growth of ashram schools are discussed in the chapter. The size of tribal population, literacy and distribution of ashram schools in Andhra Pradesh and Maharashtra are also presented in the chapter.

In pre-Independence period, planned attempts to educate the tribal population were negligible and whatever efforts made were only either by Christian missionaries or by individual philanthropists. Several reformers and leaders considered education as an instrument of bringing changes and progress in an individual. Efforts were made by them to bring the tribals into the fold of education through voluntary activities. Gandhian workers fairly succeeded in their efforts to spread education among the tribals. Thakkar Bapa and Indulal Yagnik came for the relief work in the famine-stricken areas of Dohad and Zalod taluks (Panchmahal) in Gujarat under the instruction of Gandhi. Thakkar Bapa was moved by the pitiable conditions of the tribals. Dohad became the center of his reformation and educational activities. He along with other Gandhians started Ashram schools in some parts of Gujarat and Maharashtra.

First Ashram school was started in Mirakhedi, a tribal village in Panchmahal district. His efforts were successful in imparting education to tribal children along with training in vocational and craft education. Ashram Schools wherever they came into existence, introduced for the first time in the tribal region, a school with residential facility, motivated tribal children for education and created an urge among them to improve their social and moral status. Such activities were, however, limited to a few tribal pockets.

Soon after India got Independence, as a part of the development work various voluntary organizations in the states of Maharashtra, Gujarat and Orissa took immense interest in educating tribals by establishing Ashram Schools. During the first Five-Year plan, there was an attempt by the Government of India to open such schools. However, the momentum in opening Ashram Schools started increasing from the third Five-Year plan onwards. In Maharashtra, the State Government has itself taken over the tasks of setting up Ashram Schools in the remote and inaccessible areas.

The establishment of Ashram School was envisaged that as a direct intervention to tackle the socio-economic and geographic inequalities of the tribal population, particularly sparsely populated areas by providing educational opportunities. The concept of Ashram School stemmed from the objectives of providing an atmosphere in which the inmates are offered full opportunities to develop their personality and out-look marked with a high sense of responsibility towards their own community. The main objectives of Ashram Schools as envisaged by the various Committees and Commissions are:

- a) to impart general formal education;
- b) to encourage tribal traditions like folk songs and dances so that schools are not only mere learning place but also centers of cultural activities;

- c) to reduce the drop-out rate and to improve the retention capacity of the school;
- d) to wean the children away from an atmosphere which is generally not conducive for the development of their personality and out-look;
- e) to impart socially useful crafts along with general education; and
- f) to provide close interaction between the teacher and the taught through the increased individual attention.

The concept of Ashram School combines both functional and literary aspects based on education relieving the tribal parent off the burden of feeding, clothing his school-going children besides, providing a congenial school environment. It is expected to inculcate in the pupil a sense of service to society and link the school learning with household and community activities. Consequently, Ashram Schools are expected to reduce the incidence of absenteeism, wastage and stagnation and improve the standard of education at primary level. Further, it is also intended to reduce the burden on tribal parents by saving them, from incurring expenditure on their children's education as Ashram Schools provide free boarding and lodging facilities apart from supplying books, stationery, clothes (uniform) to the inmates. All these facilities have been provided to motivate the tribal children and their parents towards education.

The number of Ashram Schools in India and enrolment in these schools were difficult to analyse at one place. Many of them were obtained from various sources. In 1960-61 there were 189 Ashram Schools in the country enrolling 10,890 students. In the year 1971-72 the number of Ashram Schools was increased by five fold (948 ashram schools) and the students enrolled in them by four to five fold (48,311 students). The number of Ashram Schools in the year 1980-81 was 1,609 enrolling 83,049 students. Out of Rs. 13 crores provided in the annual budgets during the eighth plan Rs. 10.76 crores has been released to the States/Union Territories for construction of 294 schools (Ministry of Welfare, Annual Report, 1996-97).

The pattern and size and policy of admission to the institutions differ from state to state. Ashram schools form only 4 to 5 percent of the total primary educational system for the tribal population. Out of the total enrolled tribal children in primary education, 95 per cent are covered by general primary schools. The growth of ashram schools in many states is not proportionate to the percentage of scheduled tribes population. The growth was relatively more in the States of Andhra Pradesh and Maharashtra whereas in Madhya Pradesh with the highest concentration of tribal population the number of Ashram Schools did not show the proportionate increase. The percentage of school-going population covered by ashram schools varies from state to state. On the one extreme we have the state of Andhra Pradesh with the highest number of ashram schools (423) but enrolling is only 8.47 per cent of the total enrollment of the tribal children in the state. On the other extreme, we have the state of Madhya Pradesh with fewer number of schools and covering only a negligibly low percentage of 0.43 per cent of the total enrolled tribal population of the state (Sujatha, K. 1990). Given the low percentage of enrollment covered by the ashram schools one may genuinely doubt the efficiency of the on-going programme of universalization of elementary education which is not achieved in the tribal belt in the absence of adequate progress in the work of ashram schools.

The National Policy on Education (1986) has strongly advocated that the new policy will lay special emphasis on the removal of disparities and equalize educational opportunities by attending to the specific needs of those who have been denied equality so far. Therefore residential schools, including Ashram schools would be established on a large scale. Various strategies have been proposed in Programme of Action (POA) in order to strengthen the educational base of the scheduled tribes. For those measures, it is to open a good number of ashram schools for tribal children.

To begin with the Ashram Schools, the scheme was a central one, operated by the states. Despite this fact, their structure, functioning and objectives widely vary among the states to such an extent that it is really difficult to find similarities in their working pattern or in resource allocation. Vocational or craft education, strongly envisaged to be implemented in the ashram schools, has not taken roots, except in a few schools in Maharashtra and Gujarat. Mostly the ashram schools that run by NGOs in Gujarat and Maharashtra have special problems in fulfilling the conditions laid by the government for eligibility to grants.

The general policy is to admit the students in ashram schools, which are, in rural and tribal area where general schools are not useful and also concentration of tribal population and the number of school-going-age children of 6-11 years are considered for establishing these schools. The ashram school thus selected should cater to the needs of at least 6 to 8 small and scattered villages in areas of the school. Usually a school will start with strength of 60 students. But the strength may vary depending on the situation, other students may also attend the school, but they are not provided with boarding and lodging.

Ashram Schools in Andhra Pradesh

The State of Andhra Pradesh with 41.99 lakhs (6.32%) of total population) of Scheduled Tribe population, has largest tribal concentration in South India. The literacy among the tribal population consists of 25.25% among the males and 8.68% among the females. The Government of Andhra Pradesh has been providing several schemes for the improvement of literacy among the tribals. The major investment is on tribal education consisting of Rs. 3,047.75 lakhs spending on 451 ashram schools having 54,807 boys 19,820 girls (Ministry of Welfare, 1996).

Out of 33 recognized Scheduled tribes in Andhra Pradesh, 30 groups are found living in the sprawling 30,030 sq.kms. of scheduled areas and contiguous non-scheduled sub-plan area. The scheduled areas

in the state, which is the chief habitat of tribal groups of Andhra Pradesh, constitutes 11 per cent of the total geographical area of the state. The density of population in the tribal areas is 125 per sq.km. as against 194 in the plain areas.

The tribal communities more or less have been passing through various stages of economic evolution / development, starting with hunting, gathering to settled cultivation and market economy. As per 1991 Census reports, the occupational pattern of tribes in Andhra Pradesh reveal that 41.2% are cultivators, 46.6% are agricultural labourers, 2.6% depend on household industry and the rest of 9.6% have their livelihood by means of other occupations. The occupation pattern of tribals varies not only from tribe to tribe but also from district to district. Agriculture and agriculture labour including shifting cultivation is the main source of livelihood. Each tribe devised their own agricultural calendar and follows it scrupulously. Various festivals and ceremonies are mainly interwoven around various agricultural activities.

In Andhra Pradesh ashram schools are meant for Scheduled tribes with reservations of few seats for scheduled castes and others. Since these are inter-village schools, children coming from villages 5 kms and above away from the school are admitted into these schools. However, admission to school for local children is allowed as day scholars. In many districts the ashram schools have much less enrolment than sanctioned students strength.

The establishment of ashram schools has been introduced for the first time in scheduled areas of Andhra Pradesh during the year 1961 by the state government and the number of ashram schools has been increased to 187 in the state where tribals are concentrated. During the period of over a decade (1970-1981) there was an impressive expansion of ashram schools resulting in a two and half fold increase in number of schools (410) and a three and a half fold increase in enrolment (the enrolment went upto 36,603) during 1985-86. During 1993-94, there were 448 Ashram Schools with an enrolment of 85, 206 students.

There is a phenomenal growth of Ashram Schools in Andhra Pradesh their distribution pattern in different districts shows lack of rational and proper planning. Out of 23 districts in the state, Ashram Schools are found only in 18 districts although tribals inhabit in a considerable number in other districts also and are equally backward in education. Also there is a wide disparity in provision of Ashram Schools among different districts.

The highest tribal concentration is found in Adilabad and Khammam districts, but the largest number of Ashram Schools are situated in Viskhapatnam which consists of only 4.82 per cent of tribal population of the state. In Nellore district there is more than 1.5 lakh tribal populations living in scattered habitations for which normal primary schools are not of much use where we find only one Ashram School, with the highest average enrolment in the state. (Sujatha, 1990).

Similarly, there is no relation between tribal literacy level and provision of Ashram Schools or vice-versa. However, an equally interesting trend is that those districts with large number of Ashram Schools are also having equally low literacy as compared to their corresponding districts. The lowest and the highest average strength in Ashram Schools ranges between 58 to 173 in Guntur district and Nellore districts respectively. There are eight districts in which the average enrolment of Ashram Schools varies between 80 to 100. There are six districts among which the average strength of the students ranges between 100-173. In many districts, Ashram Schools are exclusively meant for Scheduled Tribe students with a reservation of few seats for Scheduled Castes and others (Sujatha, K 1990)

The reasons for disparity in distribution of Ashram Schools can be attributed to political and administrative factors. The geographical location of tribal habitation varies in different districts. In some districts they are concentrated in particular pockets and they constitute majority and these pockets are covered under Scheduled Area for all administrative

and development purposes. While some other districts though tribes are in considerable number they are scattered and live in plains along with non-tribals.

Out of the 448 Ashram Schools with the strength of 69,984 inmates, 89 are Ashram High Schools. During the year 1994-95, 89 Ashram High Schools situated in the 8 ITDA areas sent 2,556 students for the X Class Public Examinations conducted in March 1995. The over all percentage of passes in these Ashram Schools was 58.76%. Khammam and Srikakulam districts achieved lowest percent of persons when compared to other ITDA districts. The ITDA in West Godavari district achieved 74.19% of passes in the X class and the ITDA in Srikakulam district secured lowest percentage of 28.57% in X class examination. The Residential Educational Institutions Society (Regd), Hyderabad established for general population achieved 98.7% passes in X class public examination held in March 1995. But the Residential Schools run by the same Residential Educational Society for ST boys, ST girls and PTG achieved 60.7%, 55.7% and 52.4% passes respectively in X class examination of March, 1995. The boys Residential School at Seethampet, Upper Sileru, PRG Residential School at Malli secured less than 30% passes in X class examination. It is disappointing to note that the ST Girls Residential School at Rajavommangi in East Godavari district achieved only 7.9% of passes in X class examination of March 1995. Out of 78 Residential schools exclusively established for ST students only one Residential School at Utnoor, Adilabad district secured cent percent results in X class examination of March, 1995 where as fifteen out of 25 Residential Schools of general population achieved cent percent results.

Among the selected 16 ashram schools, 8 schools are primary, 4 schools are upper primary, and the remaining 4 schools are secondary schools. There are 3759 students consisting of 2380 boys and 1379 girls studying in selected 16 ashram schools. The sex ratio among the students is around 2: 1. There are 287 boys and 175 girls as dropouts in the

schools. The data reveals that the enrolment of girl children among the tribals is not encourage as they have more domestic responsibilities than boys and the parents are not interested in their education.

Ashram Schools in Maharashtra

Maharashtra has an extent of 50,757 sq.kms. the Tribal Sub-Plan (TSP) out of its total geographical area 3,07,713 sq.kms. The tribal population in Maharashtra is largely concentrated in 14 districts out of its total 31 districts. According to 1991 census, the total tribal population consists of 9.27% of the total general population, 789.27 lakhs in Maharashtra. The main tribes in the state are the Bhils, Gonds, Mahadeokoli, Pawra, Thakur and warli. In addition to these, there are three primitive tribal groups viz. Kolam, Katkari and Madia Gond, which have special welfare measures for their development. The entire tribal population is under the administration of 24 integrated Tribal Development Projects (ITDP), 36 Modified Area Development Approaches (MADA) and 21 mini MADAs in Maharashtra.

The total tribal population in the State of Maharashtra as per 1991 census is 73.18 lakhs, which accounts to 9.27 percent of the total population of the State. There are 47 Scheduled tribes in Maharashtra and of which 3 tribal communities viz. Katkaris, Kolams and Madia Gonds have been considered as Primitive tribes in the State.

As per 1991 census, tribal literacy is 36.77 percent as against 64.87 percent of general population. The lowest literacy is in Dhule district having total literacy 23.59 percent with 33.74 percent for males and 13.34 percent for females. Dhule is the only district, which shows the lowest female literacy amongst the tribals of Maharashtra State.

The government of Maharashtra has taken special interest in tribal education. The ashram schools are the best indicators, in the field of education in tribal areas. Quite a few non-governmental agencies engaged in tribal development have also established their ashram schools. Keeping

the formal structure of curriculum intact, these schools provide additional hostel facilities for the students. Considering the long distances and the difficult terrain the students have to cross before reaching the nearest schools, the parents do welcome such ashram schools as the best alternative for their wards.

Most of the tribals live in forest areas and more than 90% of them are below poverty line. 85% of the tribals are landless and working as labourers and cultivating small patches of land in forest areas. They cultivate paddy, jowar, maize, cotton and pulses depending on water resources. They also depend on neighbouring forest resources for their livelihood. Family is nuclear, patrilineal, patriarchal and patrilocal. Child is always regarded as an economic asset and assists his/her parents in domestic and economic activities.

It was felt that once the tribal child is admitted in the Balwadi, they would continue their education in the Ashram school upto S.S.C level. And hence they will have enough education to create awareness. The scheme of Ashram schools was implemented in 1972 in Maharashtra. During the last 30 years this scheme has been going on, however the pace of educational progress among tribals has not shown expected progress.

The concept of ashram school has contributed a lot to tribal education in the State. There are at present 721 ashram schools for tribals and out of these, 409 ashram schools are run by the government and 312 are aided ashram schools run by non-government organizations. The enrolment of students in these ashram schools is 2.48 lakhs including 1.29 lakh boys and 0.65 lakh girls as residents of the schools. Several facilities and incentives have been provided in the form of lodging, boarding, textbooks, uniforms, etc, besides free education to the students in ashram schools.

An outlay of Rs. 3,861.91 lakhs has been provided for this important sector for carrying out various educational schemes like opening of new schools in schools villages, construction of school rooms,

appointment of school teachers, provision of book banks, attendance allowance to girls, payment of stipends to students etc. (Annual Tribal Sub-Plan, 1996-97).

The ashram schools are started in tribal areas mainly on two purposes I) to impart education to tribal children alongwith training in vocational and craft education and ii) to relieve the poor parent from the burden of feeding, clothing and providing formal education to his/her children. No ashram school except very few in Maharashtra has training facility in vocational and craft education. The ashram schools are established in large number but they are not in a position to yield the expected results in some of the areas and not able to compete with other educational institutions.

ADMINISTRATION OF ASHRAM SCHOOLS

The chapter deals with administration of ashram school education at different levels. The chapter also includes education under tribal sup-plan, administration of single teacher schools as feeder schools of ashram schools, selection of teachers, management of education in tribal areas, organization and management of incentives, management of training inputs and school complexes. The chapter examines the management of ashram school in terms of hostel and school.

The effectiveness of the measures undertaken in the area of education can be judged through changes in indicators like enrolment rate, literacy rate, quality and levels of education. According to the special survey conducted by NSS (44th round) in tribal areas, the attendance ratio (enrolment rate) of the elementary school age of tribal children (5-14 years) in the central tribal belt was 30.2% in 1988-89. The PEO survey reveals that during 1995-96 the attendance ratio for tribal children in the age group 6-14 years has risen to 66.1%. While this is a significant achievement in this short span the existence of abnormal disparities in enrolment rates of tribal children across states on the one hand and

between tribals and non-tribals on the other are a matter of concern. Only Andhra Pradesh, Gujarat and Maharashtra have made substantial progress in increasing enrolment rates both for tribals and the rest of the population. While Bihar, Madhya Pradesh and Rajasthan have to make special efforts to improve access to education for all sections of the population, much greater effort is needed to reduce the tribal-Non-tribal disparity in access in the case of Orissa and Rajasthan (PEO, Planning Commission, 1998).

Another area of concern is the gender disparity in access to education, which has already been discussed. Andhra Pradesh and Rajasthan have exhibited marked gender differentials in enrolment in tribal areas. At the other end of the spectrum is Maharashtra where gender disparity is lowest. One of the reasons for low enrolment rate of tribal children is the poverty-illiteracy syndrome. It has already been seen that the intensity of poverty is higher in tribal areas. Literacy is also low. Poor and illiterate parents often fail to see the value of education and do not send their children to school

The administration organization of the education department and Tribal Welfare Department are discussed briefly. The tribal welfare at the state level is managed by a well-organized administrative machinery. The Tribal Welfare Department of the Secretariat used to make all policy decisions relating to tribal welfare. It also assists the Ministry for Tribal Welfare in legislative matters. There is also a state level Tribal Advisory Council that advises the government about all the welfare programmes including education.

At state level separate Ministers are in charge of education and tribal welfare. Similar to other states, Andhra Pradesh and Maharashtra have state level officer designated as Commissioner/Director of School Education and he is usually in charge of all types of school education and allied subjects in the state including Primary Education. Primary education is dealt by one of the Deputies of the Commissioner/Director of School Education.

At district level and regional level and Commissioner/Director of School Education is assisted by District Education Officers and Regional Deputy Commissioner/Directors. Inspector of Schools assists the District Education Officer at district level and Mandal Education Officer at Mandal Level or Deputy Inspectors of Schools at Block level. All the schools functioning in the state are under the technical control of the Director of School Education and the departmental schools are placed under the control of District Education Officer at district level. The Deputy Inspector of schools and Inspector of schools conduct annual inspection and plays surprise visit to the schools occasionally. Besides, local bodies have control over primary schools under their administrative jurisdiction. But these schools are under the technical control of the Education Department both in the Scheduled and non-Scheduled areas. Each Block/Mandal Praja Parishad has one Extension Officer (Block/Mandal Education Officer) who is in charge of the subject. The Education Officer at Block/Mandal level is under the administrative control of the Block/Mandal Development Officer and under the technical control of the District Educational Officer.

In Andhra Pradesh, Mandal Praja Parishad implements primary education programmes and therefore, all the funds for educational programmes are channeled through Zilla Praja Parishads to Mandal Praja Parishads. The annual budgets for educational programmes are prepared and sent to the Commissioner/Director of School Education for approval and allotment of funds.

In addition to these, the Tribal Welfare Department is also running schools in the tribal areas, which are under the administrative control of the Commissioner of Tribal Welfare. At district level the departmental schools are placed under the administrative control of the District Tribal Welfare Officer. However, the technical control of these schools remains with the education department.

The Tribal Welfare Department finances the programme of Ashram schools. Ashram Schools are placed under the control of District Tribal Welfare Officer/ Project Officer, ITDP. Integrated Tribal Development Agency, which advises government about all the welfare programmes including education in its jurisdiction. The technical control i.e., prescribing syllabus, teaching, conducting examinations etc. remains with the Education Department. The District Tribal Welfare Officer/Project Officer supervises the educational programmes and pays occasional visits to the primary schools and ashram schools in the tribal areas. The Tribal Welfare Department has no special staff either to implement or to supervise the schemes at Block/Mandal and district levels. The ITDA Project Officer with limited staff looks after the tribal development programmes including education in their respective regions.

Tribal Sub-Plan approach

The tribal Sub-Plan approach ITDA had come into operation following the Fifth Five Year Plan. The State of Andhra Pradesh was the first to adopt this model, from 1975. The ITDA in this state was registered as an autonomous society, fully funded by the Tribal Welfare Department, and headed by a Project Officer who was a senior administrator, from Indian Administrative Service. This was required in order to overcome the structural constraints of uniform administrative norms and procedures.

The Tribal Sub-Plan (TSP) forms the conceptual framework of the strategy for the socio-economic development of Scheduled tribes and the Integrated Tribal Development Project (ITDP) is the operational unit for translating the objectives of the Sub-Plan into reality. The basic role of an ITDP is therefore, to provide a pivotal unit of planning for each State Sub-Plan. All sector programmes are sought to be integrated and adopted at the level of ITDP.

This approach had three major objectives, namely administrative streamlining i.e. the establishment of single-line administration in the form of separate ministries and departments; area-specific planning and financial autonomy and broadening the resource base by pooling

resources from other sectors. The aims of the Sub-Plan approach were narrowing the gap between the levels of development of tribal areas vis-à-vis other areas and improving the quality of life of tribal communities.

The working Group of the Eighth plan examined the administrative structure and felt that since ITDP was the unit of planning, the present administrative structure could be made effective only if the Project officer/Administrator is assigned the key role in planning and implementation of tribal development programmes. In Maharashtra, Assistant Project Officer and Planning Officer assist the Project officer at ITDP level. The Project Officer coordinates the work of different implementing agencies. In Andhra Pradesh, the Project Officer has been given controlling powers over all the officers of other departments posted in the area and has also been designated as Additional District Magistrate. He has say in the matter of posting transfer and recruitment of staff/officers to be posted to these areas by the line departments in view of the Mandal type of Administrative set up in the state. With the decentralization of authority, Maharashtra and Andhra Pradesh set up seem to be bettering placed as compared to other states (PEO, Planning Commission, 1997).

In the area of education, the State Governments have been allocating resources under TSP to education sector to improve access to education by the tribals. As is well known, access to education is influenced by both the supply and demand side factors. Among the supply side factors, the important aspects are: physical access to schools as measured by the distance from schools and the quality of facilities as represented by teacher-student ratio, availability of black boards, the quality of teachers, etc. The demand for education depends on the cost (direct and indirect) and benefits of education as perceived by parents. The State Government is required to formulate programmes that would improve access to education by the tribals through removal of the supply and demand side constraints. On the supply side programmes have been

formulated to construct schools, including the Ashram schools (residential) and supply quality education facilities to improve physical access, while on the demand side efforts have been made to reduce the private direct and indirect cost of education. (PEO, Planning Commission, 1997).

The performance in the education sector has been judged by the adequacy of school infrastructure in tribal areas. It has been found that except in three ITDPs two in Madhya Pradesh and one in Orissa, the physical access to primary schools is reasonable. However, the position with regard to availability of teachers is unsatisfactory, particularly in Madhya Pradesh. Many primary schools in Madhya Pradesh and some in Orissa, Gujarat and Rajasthan are being run with one teacher. It has also been found that though private expenditure per (primary school) student is relatively low in tribal areas, it constitutes a significant part of their household income, except in Andhra Pradesh and Orissa. The enrolment and literacy rates in tribal areas are very low. If the poverty - illiteracy-high private cost syndrome is to be penetrated and enrolment and literacy of tribal children are to be improved, the quality of infrastructure needs improvement. It is also necessary to reduce both the direct and indirect cost of schooling in tribal areas by extension of good quality Ashram School facilities to a larger section of the population. (PEO, Planning Commission, 1997).

Selection of teachers

In the case of selection of teachers by the Tribal Welfare Department through the ITDA in its schools for tribal areas such as single teacher schools and Ashram schools, a different policy is followed. For ITDA, the teachers should be from local areas and by local they mean a candidate who belongs to a place within 10 kilometers radius of the school. It also conducts an entrance test and interview for the selection of teachers.

However, the minimum qualification for ITDA sends the selected teachers for a six-month condensed training course. The selection policy for each ITDA varies and autonomy is given to respective ITDAs to formulate standardized norms.

Single teacher schools

The Tribal Welfare Department, Govt. of Andhra Pradesh took a policy decision to establish primary schools. Accordingly ITDA redefined the norms to establish primary schools, and adopted a policy of recruiting only local tribals as teachers. In view of the lack of qualified and trained persons among local people, the ITDA had adopted a policy of relaxation of educational and training qualifications by making only ten years of schooling (pass or failed) as the minimum requirement. Thus, during 1985-86, 3,500 single-teacher schools, called "Girijan Vidya Vikas Kendras" were established, appointing local tribal educated youth as teachers in interior and inaccessible villages having 15 and above school-age children, adoption of flexible norms and policy by local teachers was possible because of inbuilt flexibility in decentralized and autonomous administrative machinery, at ITDA level.

Most of the teachers in these schools were the first-generation beneficiaries of education and particularly the products of Ashram schools. However, the majority of them belonged to a few relatively developed tribal groups. The establishment of these schools had not only provided access to education for tribal villages, but, more importantly, it had helped in elevating the tribal teacher to become a role model for the tribal community, especially in terms of employment opportunities and occupational mobility of the tribals

Management of education in tribal areas

The Tribal Welfare Department plays an important role in managing schools in tribal areas. The Tribal Welfare Department of the province formulates special educational policies and programmes to meet specific

requirements of tribal areas and to help the tribal population to overcome disadvantages. These efforts are directed towards the establishment of schools by adopting flexible norms, providing residential schools, provision of incentives, appointing local tribal teachers etc.

The Integrated Tribal Development Agency (ITDA), which is an autonomous body at sub-district level, is responsible for the planning and implementation of educational programmes in a project mode. It also formulates decentralized policies. ITDA establishes primary schools including Girijana Vidya Vikasa Kendras (single-teacher schools), Ashram schools, and is responsible for teacher recruitment, appointment and transfer by adopting the policy of engaging local tribals as teachers. It also provides school buildings, and supplies teaching-learning materials and incentives to students and their parents. The ITDA follows the state-level curriculum, textbooks and examination system. It is also responsible for organizing in-service teacher training, and conducts academic supervision and school inspection. At school level, the Head Master and teachers are responsible for institutional planning and following the curricular design and teaching schedule followed by the schools managed by the local bodies.

In tribal areas the schools are managed by local bodies, ITDA and, in a few cases, government and private-aided sources, while the local bodies follow the same approach and norms in all areas including the tribal areas. The Tribal Welfare Department and the ITDA have provided scope for more local-specific programmes and interventions in education, implementing in a project mode.

In the case of formal schools, the academic supervision and inspection of schools is the responsibility of the Block/Mandal-level education officer, who is accountable to the district education officer. The norms of the number of school visits and format for the inspection and supervision reports are developed centrally, at state level. The consolidated reports are sent to district level. In the case of formal

schools, the basic problem is the large number of schools that need to be visited by one functionary at the Mandal level, whereas in the case of community schools, each Mandal has five resource persons for academic supervision. As a result, the average number of visits by the Mandal Education Officer to formal schools. More importantly the cluster resource persons have been provided with motorbikes to facilitate their regular school visits where the tribal areas lack transport facilities. In the case of formal education supervisors, they lack this conveyance, which therefore affects the regular supervision of schools.

The process of monitoring and supervision, maintenance of records and quality of food were observed by the investigators at the school and hostel level and the qualitative data were analysed for the understanding of management at grass root level.

The basic information is to be displayed in every school and most of the schools are not implemented it strictly. It is observed that 5 schools in Andhra Pradesh and 9 schools in Maharashtra displayed the basic information in their office rooms, academic time-table is displayed in 6 schools in Andhra Pradesh and 10 schools in Maharashtra. The maintenance of school registers is also poor in most of the schools. Only 4 schools in Andhra Pradesh and 13 schools in Maharashtra maintenance school registers properly.

The head master has to supervise teaching in schools. It is observed that the Head masters supervise class room teaching in only 2 schools in Andhra Pradesh and 13 schools in Maharashtra. Most of the Head masters are not discharging their duties properly. The Head master and the teachers have responsibility to increase the enrolment of students in ashram schools. It is observed that the Head masters in only 6 schools in Andhra Pradesh and 11 schools in Maharashtra are interested in improving enrollment of students.

The wardens have to supervise hostel activities including serving of food. But, only in 6 schools of Andhra Pradesh and all the schools in Maharashtra, the wardens supervise while of serving cooked food. Most of the wardens did not stay at the place of work and hence they arrange elder students to look after and leave the place to their place of residence. The supply and quality of material like soaps, and coconut oil are poor in Andhra Pradesh than in Maharashtra. The wardens purchase duplicate material with company labels at cheaper rate. It is informed that the wardens have to spend money in ITDA Office for clearing bills and DTWO gets monthly bribes from each Hostel warden in Andhra Pradesh.

It is observed that hostel records are properly maintained in only 4 schools in Andhra Pradesh and 12 schools in Maharashtra. They give attendance to all the boarders to get ration for all the students. But, the preparation of food is based on actual strength. There is a gap between actual attendance and attendance on records in tribal schools and hostels. The Head master has to forward the bills in Andhra Pradesh and the Warden has mutual understanding with the head master. The post of warden is on rotation basis in Andhra Pradesh. Some times, less qualified teachers particularly tribal teachers become wardens on rotation and they are not able to prepare hostel bills and maintain records properly. They pay bribes to other teachers to prepare bills and maintain records properly. This also discourages other teachers having better qualification and capacity in management of hostels. Separate training inputs should be provided to the wardens in management of hostels properly.

The quality of hostel, and education in ashram school are closely related. The investigators' observations reveal that the quality of food in 8 schools in Andhra Pradesh and 3 schools in Maharashtra is poor and one school in each state is moderate. The maintenance of quality of food is very difficult due to several factors like pilferage, corruption, misuse and lack of trained staff and proper inputs. The Govt. has prescribed rules and

regulations for menu, sources and purchase of material, timings etc. However there is no proper mechanism to check and maintain the quality of food. Though budget is provided to supply vegetables regularly as per the prescribed menu, only 7 schools in Andhra Pradesh and 12 schools in Maharashtra serve vegetables once in a week and the remaining schools serve twice in a week. Eggs are served twice in a week in 8 schools of Andhra Pradesh and 1 school in Maharashtra and the remaining schools serve eggs irregularly either once in a week or once in fortnight. Buttermilk is not served in most of the schools. Serving of banana as per the norms is not strictly followed. In some of the schools whenever the cook is on leave or sick, the students prepare food. In most of the schools in Andhra Pradesh the hostel staff take cooked food to their homes.

In Maharashtra, the menu includes more number of pulses and this provides nutritional diet to children. This should be extended to schools in Andhra Pradesh. Serving more number of pulses also avoids mismanagement to some extent.

Even the staff meetings are not held regularly. Seven schools in Andhra Pradesh have not organized any staff meetings. Among the remaining schools, 3 schools in Andhra Pradesh and 10 schools in Maharashtra organize staff meetings in every month and the other schools organize meetings whenever they feel necessary. Regular staff meetings are to be held for smooth running and better performance of the school.

Organization and management of incentives

There is no uniformity in the administrative set-up in the states for administering the various incentive schemes. The states can broadly be divided into three categories on the basis of responsibility of administering the various schemes for the SC/ST (MOE, 1976).

In the first category are the States where Education Department is concerned with both the formulation and implementation of Plan Programmes for the State as a whole including SC/ST. The Education

Department is well posted even with the incentive programmes that are being implemented by other Departments for the promotion of education of these groups.

In the second category are those states where management of institutions in the tribal areas vests completely with the Tribal welfare Department and the formulation and implementation of the programme of Tribal sub-plan are also under their charge.

In the third category are the states where control of educational institutions vests with the education Department but the incentives are administered by Tribal Welfare Department. There is considerable overlapping both at the time of formulation and implementation. Each department seems to be working independent of each other without any effective coordination.

A major conclusion drawn by most of the studies is that there is absence of monitoring mechanism. Similarly there is not rigorous evaluation of the incentives. Administration of incentives need to be streamlined so that these are available to all the deserving scheduled tribes and also given in time. Most of the studies have suggested that instead of having number of agencies, there is need to have single agency to implement the schemes. Additional staff is to be provided at the block/mandal and institutional level to expedite disbursal.

Two incentives, which have been found to be very useful from the viewpoint of quality, are attendance scholarships and remedial teaching. Attendance scholarships are now being introduced by a number of states and these have helped in better retention of children as also improving their performance. Infrastructure facilities in hostels and ashram schools need considerable improvement. Warden/Superintendents must be given training to supervise the hostels. Similarly, better infrastructure needs to be provided to ashram schools. Monitoring is conspicuous by absence and

there is need to devise built in mechanism for monitoring of the schemes. Monitoring has to be both in respect of timely disposal as well as quality of inputs being given. Community must be involved in the monitoring of the schemes.

Needless to emphasize that most of the educational programmes for tribals have aimed at quantitative expansion, even some times at the cost of erosion of the qualitative aspects, which in turn has inhibited dissemination and growth of literacy in tribal areas. Overwhelming majority of the primary schools in tribal areas do not function properly. The dismal state of primary schooling of tribal children is not immediately and properly reflected in the school enrolment, for the rolls in school registers are often inflated and glosses over stagnation and dropouts.

The mass literacy campaigns and schooling do not take into consideration the different ecology, culture, history, political economy and social demography of specific tribal communities. Even at the secondary stage, the curriculum remains insensitive to tribal history and culture. There is little on ethnic-philosophy, ethnic-epistemology, ethnic-cultural dynamics, ontological basis of community rights, external encroachments and impact of world system. The case may however, be a bit different among some numerically dominant tribal communities who have launched socio-cultural and social movements incorporating educational ethos and thereby incorporated indigenous language and heritage to some extent. The linguistic and script movements express a facet of ethnicity and education.

There is also the problem of balancing formal literacy with conscientisation about relevant issues and of linking up the same with the process of social mobilization. Education in tribal areas cannot be a mere literacy programme; rather it should mean a systematic synthesis of action, reflection, development of creative potentials, political literacy with

awareness of relations between micro and macro levels and overall humanism. It should build up an alternative thinking and attitude so that people can take initiatives to change their own situations and take up the challenges of change.

Competency building and teacher training

Teacher competency building was one of the important interventions in development of education. Institutional support was established for regular in-service training and orientation at State, ITDA, Cluster and school levels. DPEP and PRC play an important role in training programmes on common themes for capacity building at ITDA level. The school complexes provide continuous capacity building support for improving and internalizing the pedagogical skills at cluster level. At school level, regular academic support and guidance is provided by the MRP to institutionalize the teacher competencies. Due to irregular and inadequate training inputs and also because of the high trainer-trainee ratio, heterogeneity of the group, lack of hands on practice and other logistic problems, the training had limited effectiveness (Sujatha, 1998).

School complex

The concept of School Complex stems from the objective of decentralization of planning and administration of schools at cluster level. The major objective of School Complex was to establish vertical and horizontal linkages and developing a networking of schools at different levels for capacity building, planning and monitoring. In other words, it should be a complex having multi-dimension and multi-sectoral interventions for improving the schools.

The Secondary and Upper Primary Ashram Schools were identified as "School Complex Centers". Each School Complex comprised a cluster of schools belonging to all management i.e., Maabidis, GVVKs, Govt. schools, MPP schools, aided schools, ashram primary and upper primary schools.

Based on data of the educational survey, a school mapping exercise was undertaken by the Project Resource Center with the assistance of Block/Mandal Education Officers (MEOs) and Heads of provisional School Complexes to demarcate the School Complexes. Although this exercise helped in carving the School Complexes, it cannot be considered as a real school mapping exercise since the distance was only parameter and several other important parameters like geographical situation, ecological barriers, accessibility, distance matrix etc. were not considered. Thus, the exercise undertaken can at best be considered as tagging of schools. (Sujatha, 1998).

However, as a result of the mapping exercise, the School Complexes emerged with clearly defined set of feeder schools. Interestingly, the School Complexes provisionally formed were more or less the same as demarcated later with some changes in tagging of schools with one or the other complex

The role of School Complex in the tribal area assumes special importance in view of the many problems like ineffective and centralized management system, low participation, ineffective functioning of schools, poor educational qualifications of teachers and lack of regular academic supervision and monitoring of schools. Due to lack of interaction among the peer group, teachers have a feeling of isolation and schools also remain isolated from community and support from an academic institution. Due to the phenomenal expansion of educational facilities in recent times and scattered habitations, it is difficult for any centralized agency to effectively monitor and manage all the schools in tribal areas. As a result, not only the educational progress is tardy but the quality of schooling is also poor.

The administration of ashram schools involves number of problems as it includes both school and hostel. Both hostel and school are two different subjects managed by two different departments at ITDA and Block level. As the hostel involves lot of running expenditure, it creates

several problems. There is no information policy in distribution and management of ashram schools in different States. Though the government has been spending large amount on these schools, the expected out put is not satisfactory due to some administrative lapses. Both education and hostel should be under a single authority unlike DTWO for maintenance of hostels and DEO for education in Andhra Pradesh. Further, supervisory/inspection powers should be given to district level officials like in Maharashtra.

INFRA STRUCTURAL SUPPORT

The chapter describes the infrastructure facilities being extended to ashram schools and their impact on environment, retention and quality of education. The chapter also includes educational incentives being given to tribal students and their parents. Personal observations by the research investigators on infrastructure facilities available in school and hostel are also presented in the chapter.

Environment and socio-cultural factors affect the educability among the tribals. Communication is the vital problem in tribal areas, often intersected with streams and rivulets, hills and thick forest that can not be crossed during the monsoon season. There are wide variations in educational attainments between tribals who inhabit different geographical areas. The ecological barriers play major role in the education of the tribals.

The data reveal that the selected districts except Visakhapatnam have more area under forest cover and the population density is less than the population density of the state. As Visakhapatnam district has more

urban population, it has more population density and similarly, the size of non-tribal population is also high. The districts are selected as they have large tribal population in the State and the Khammam district occupies highest position in tribal population. The literacy (1991 census) among the tribal population in the selected districts ranges from 13.39% (Warangal) to 17.67% (Adilabad). However, the literacy among the females ranges from 4.91% (Warangal) to 8.02% (Khammam). The dropout rate per hundred is also high in these districts when compared to dropout rate at State level. Similarly, the number of students who completed primary level is also less when compared at state level. The data indicates that there is influence of forests and their ecological impediments on the educational attainment among the tribals.

Among the tribal groups in the selected districts, the Gond and the Koya have large population comparatively less isolation and better awareness towards education. The tribal groups like Gadaba, Porja, Konda Reddy, and Thoti belong to Primitive Tribal Groups (PTGs) have small populations, comparatively more isolation and less awareness towards education. The data clearly indicate that the children who belong to PTGs are mostly limited to Primary level with less number where as the children who belong to the tribal groups who have more awareness and less isolation are more in number even at the higher levels.

Location and distribution of schools

Universal provision of a school is an essential pre-requisite for the extension of education in a geographical area. Existence of a school in a village induces the parents to send their children to school. The geographical isolation and the inadequate educational facilities constrain the extension of education in tribal areas. The tribal habitations are scattered in different ecological settings. The tribals who are mostly food gatherers and shifting cultivators reside on hill tops and interior forests.

They are nomadic and semi-nomadic. However, the tribals who depend on agriculture have better communication facilities and mostly reside in roadside villages. The extent of isolation and inaccessibility make them illiterates and keep them away from development efforts.

In addition to their isolation and lack of communication facilities, most of the tribal habitations have small number of households ranging from 2-3 households to 20-25 households depending on the surrounding natural resources. Several developmental programs are being implemented by the Government to bring them into the mainstream of Indian civilization. Primary schools are being established even in most of the hill tops and interior areas where 15 children of the school going age are available in one locality and with in accessible area. Based on geographical location, size and nature of habitation, different categories of schools like Maabadi, Girijana Vidya Vikasa Kendras (GVVKs) and Ashram Schools are established and teachers are recruited more liberally from the local tribals. However, the improvement in rate of literacy is not satisfactory due to several ecological barriers such as difficulty in accessibility to teachers, lack of proper facilities, unhealthy climatic areas and so on. Teachers are irregular in most of the interior schools and if teachers are regular, the students are irregular as the households are scattered in the forest.

Out of the total budget of Tribal Welfare Department in Andhra Pradesh approximately half of the budget is incurred on education and its allied activities. Education Department established 3,377 Girijana Vidya Vikasa Kendras (GVVKs) as Single Teacher Primary Schools in school less tribal habitations by relaxing certain norms and rules. Tribal Welfare Department has been running 232 Primary Schools, 170 Upper Primary Ashram Schools 93 Ashram High Schools, 40 Residential Schools, 505 Hostels, 7 Residential I.T.Is, 3 Residential Polytechnics and 6 Residential Junior Colleges in Andhra Pradesh (1997-98). These educational

institutions are being run exclusively for ST students mainly in the areas of tribal concentration. Altogether, there are 4,291 educational institutions. But the literacy and educational achievements are not significant. The education institutions exclusively for ST girls are not in proportion to their population and needs.

The enrolment figures available at State level indicate satisfactory performance, but the situation is different at field level. Inspite of good net work of mini primary schools in most of tribal villages/ hamlets and other type of educational institutions and package of incentives, enrolment of tribal children is discouraging when efforts for universalisation of primary education are being intensified. There are several socio-economic constraints, which are responsible for low enrolment rate.

The Government has prescribed the admission capacity for each school depending on its infra structure and neighbouring populations. However, about half of the schools have enrollment more than their respective intake capacity due to better location of schools and infra structural facilities. The schools which are located interior and without proper communication facilities have enrollment less than their respective intake capacity. They also have bogus enrollment to show sufficient student capacity and consequent increase in budgetary benefits.

The data reveal that more than 55 percent of the students belong to short distance i.e. below 6 km. from their native place. The increase in distance between the school and the native place has positive correlation with decrease in number of students in ashram schools. However, there is little increase even from far away places as the elder children studying in high schools also keep their younger children in the same schools. Some of the parents admit their children in the schools located on roadside, which mostly have good facilities, though these places are far away from their native places.

Nature of isolation

Some of the interior and isolated areas in forests are the shelters for naxalities and some of the radical organizations. They attract some of the tribal students into these organizations. Some of the tribal students are being used as courier agents and messengers. Teachers are not able to discharge their duties properly due to the activities of these organizations. These isolated tribal hamlets are very difficult to develop on par with other tribal areas.

Seasonal variations

The forest wealth provides plenty of resources to the tribals and these resources vary based on different seasons. The tribal child is an economic asset and he / she accompanies and assists his / her parents in different economic pursuits like collection of minor forest produce (MFP), herding cattle, agriculture etc. This leads to variation in absenteeism and the quality of individual's education. Besides, the elder children have the task of looking after younger children and domestic work. The school going children also migrate temporarily along with their parents during some of the seasons.

Climatic conditions

Since monsoon is moderately high and prolonged in these areas, flow of streams and lack of proper transportation, many times, the students are irregular and are not able to attend the school properly. Lack of drinking water during summer season, lack of proper shelter and facilities during winter and health hazards during rainy season contribute much to the education of tribal children.

School environment

The infra structural facilities like accommodation, drinking water, medical facilities, accommodation for teachers etc. are not satisfactory in most of the tribal areas and the facilities decrease if isolation and the distance of the village from the main road increases.

Academic curriculum

In some places, the academic schedule and curriculum are not suitable to the tribal areas, particularly interior and isolated tribal habitations. Absenteeism during shandy days, tribal festivals and seasonal variations are not matching with the academic calendar of the schools. The curriculum and teaching methods and teaching aids also require some modifications to impart quality education in tribal areas and these should be based on the surrounding natural resources and the cognitive skills of the tribal children.

Library facilities

The investigators observations reveal that 6 schools in Andhra Pradesh and 9 schools in Maharashtra have no library facilities. Among the schools having library facilities, 2 schools in Andhra pradesh and 3 in Maharashtra have not arranged books properly. The students are not borrowing books from the school library.

Play ground

Tribal children have interest and skills in various games and sports. But there is no proper mechanism to encourage them to participate in games and sports by extending necessary infrastructural support. It is observed that 8 schools in Andhra Pradesh and 11 schools in Maharashtra have play grounds. However, 11 schools in Andhra Pradesh and 4 schools in Maharashtra have sports material and the remaining schools have not maintained the material properly or the materials are damaged and not in use Physical exercise is also conducted in 3 schools in Andhra Pradesh and 8 schools in Maharashtra. Intra-school competitions in sports and games are conducted in only 6 schools in Andhra Pradesh and 5 schools in Maharashtra. A few students purchase games material like small ball and ring tennycoit at their own cost and play after school hours.

Occupational patterns

It is already noticed that the tribal child is an economic asset and this leads to increased non-enrolment and absenteeism. In most of the food gathering societies, they took their children to their work place to assist directly or indirectly in their economic pursuits

The data on occupational patterns reveal that more than 90 percent of the total parents practice agriculture including agriculture labour and the remaining belong to different occupational patterns. As the tribal child is an economic asset, the parents involve their children in agriculture and other economic activities. This leads to increase in absenteeism, stagnation and dropout.

Forest policy

The forest ecology is seen influencing the quality and quantity of tribal literacy. Some of the tribal groups live in reserved forest and forest sanctuaries. For any forest clearance and construction of permanent structures, it is mandatory to have permission from the Department of Forestry. The present forest policy does not permit to construct housing and school buildings and hence the schools have thatched sheds, which are not providing proper shelter during rainy season. The forest policy does not permit even laying of roads as they may lead to tree loss and commercialization of forest wealth. Electrification of tribal villages/colonies is also not implemented due to forest policy.

Infrastructure in Andhra Pradesh

Necessary infrastructure are being provided for boarding and lodging facilities in order to lessen the burden of the poor tribal parent, to avoid absenteeism and to have better education. The government provides all infrastructure facilities including boarding expenses, salaries to teachers, books, furniture, writing material, uniforms, utensils, bedding material, accommodation and other contingencies for running ashram schools. There are clear guidelines in the implementation of the

programme including menu and provision of clothing, bedding and other material to the children. However, due to lack of proper maintenance of these schools, particularly food and other personal material to be provided to the children, some of the children suffer from health disorders and consequently which affects the education of the children.

Each ashram school has both school and hostel facilities and necessary staff are being provided for the school and hostel. The government has prescribed Rs. 240/- to each boarder per month along with menu and the approximate quantity to be given to each boarder. Eggs are also prescribed in the menu to provide 6 times for girls and 5 times for boys in a week. Similarly bananas are also prescribed 5 times and 4 times in a week for girls and boys respectively. The provisions, vegetables, firewood and other material for the hostels are to be purchased from Girijan Cooperative Corporation and local market.

In addition to food, the government also provide trunk box, each at a cost of Rs. 170/-, once in 5 years, bedding material each at a cost of Rs. 120/-, once in 2 years, a meals plate and a tumbler, each set at a cost of Rs. 50/- once in 2 years and cosmetic charges at a rate of Rs. 10/- per boy and Rs. 12/- and 17/- per girl. Besides, a pair of uniform dress and books is also provided to each student.

A medical kit, teaching aids, play material, furniture and contingencies are also supplied to each school. Residential quarters for teaching staff are provided for most of the schools. A warden is appointed to look after the hostel and he purchases the material required for the hostel and submits accounts to the District Tribal Welfare Officer, (DTWO) through the Head Master of the Ashram School. The tribal children from neighbouring villages have to stay and dine in the hostels to attend the school regularly and to have better education. However, due to several factors at different levels, these schools are not maintained satisfactorily and not able to impart better education to the tribal children.

The data indicates that out of 16 schools in Andhra Pradesh 15 schools have pucca buildings, but most of the schools had no furniture and sufficient space for running classes. Nine out of 16 schools have residential quarters for teachers. However, most of the quarters are vacant as the quarters have poor facilities and the teachers desire to reside in the nearby towns to facilitate their children's education. The tribal children usually unaware the importance of cleanliness and hence they have no interest in maintaining cleanliness in the school premises. The workers meant for the purpose are not discharging their duties. The tribal children usually spit and urinate with in the premises and this leads to unhygienic environment causing some infectious and skin diseases.

The accommodation in most of the schools is used as both class room as well as hostel room and the sick children feel inconvenience in taking rest during class work. Only 3 out of 16 schools are electrified and the remaining schools have even no alternative lighting facility for reading and working during nights. About 75% of the schools have no toilet and bathroom facility and hence, the children defecate in nearby places and bathing near the source of water. As most of the schools face water problem and fetching water from distance places, the staff of the hostel is not able to maintain the kitchen and toilet rooms properly. Most of the schools have no dining halls and they dine either in veranda or in an open place. The storerooms are poorly maintained and one can observe number of rats found in storerooms. The food material used in cooking are also poor in quality and they are not properly processed before cooking and this causes some diseases among the boarders.

Maintenance of personal hygiene among the tribal children is poor. The inputs like soaps, bedding material, school uniform, hair oil, etc. are not supplied regularly and they are poor in quality and quantity. Hence, it is difficult to maintain personal hygiene without proper material and water source. Usually the tribals does not care about their personal hygiene and the children studying in schools are also not properly educated in proper maintenance of physical body and health

The frequency of serving food items such as vegetables, eggs, milk and milk products, banana and other items to the hostel boarders which influence health and education of the tribal children. No school is followed the prescribed menu suggested by the government. Most of the wardens purchase cheap and less quality material for preparing food. Though there are prescribed rules to purchase most of the items from Girijan Cooperative Corporation and a few items from local market, they are not following the rules and they manage to purchase most of the material from open markets. The wardens are not taking proper care in preparation and serving of food. Some of the villagers, school leavers and staff also take food from the hostels and the hostel staff serves insufficient food to the children. The food schedule also varies from school to school. In most of the schools, the supper is being served early as the nearby children usually go to their homes. Though, the plates and tumblers are provided, they are not given to the children, as it needs lot of maintenance.

The medical facilities extended to the children studying in tribal ashram schools are not satisfactory. The Primary Health Centers located in tribal areas are not fully equipped and working properly and some of the PHCs are located at far away places and they are not easily accessible. Due to lack of proper coordination between PHCs and ashram schools, the sick children are not able to receive proper medical care. Most of the schools have no First Aid Boxes. The teachers and other staff are not guiding and helping the sick properly.

The health status of the children has much effect on the functioning of tribal ashram schools. The behaviour of the tribal child, lack of toilet facilities, poor accommodation, quality material, quality of food, food schedule, lack of water facility, irregular supply of materials like Uniform, bedding material, soaps, hair oil and other consumable items, lack of proper care in personal hygiene, food preparation, lack of interest among the warden and other hostel staff in discharging duties and not following

the prescribed menu contribute to the status of health among the children. The official records of Primary Health Centres (PHCs) and the medical doctors working in tribal areas reveal that the common health problems faced by the children studying in ashram schools are skin diseases, respiratory problems, anemia, malaria, pumoneia, stomach disorders, worm infection, diarrhea and diseases caused due to vitamin deficiency. Though the hostels are meant for increasing the enrolment and to provide quality of education, due to poor maintenance of these hostels, some of the children face health problems and these in turn affect school education.

Incentives

The introduction of incentive programmes have by and large, been offered a serious concern in order to make the school accessible to each child. All kinds of efforts in terms of provision of a school at a radius of one k.m., economic security for the family, essential commodities to children are being taken care of. Similarly, the retention of children in schools is being further strengthened by the introduction of incentive schemes especially for girls.

The introduction of incentive programmes have undoubtedly contributed in drawing children to school in addition to bringing stability in their retention. This is the case with most of the States, which have possible strategies including door-to-door campaigns, the incidence of irregular attendance or dropout could not be restrained.

Bringing awareness of any development intervention among the target population is prime necessity for its better implementation and success. The extent of awareness depends on levels of literacy, ignorance, location of the habitation, interest of the tribals, communication strategies, commitment and the mechanism followed in implementation. Though the government takes all precautions in prescribing quality of incentives some of the target group members are not satisfied due to financial limitations and lapses in its implementation.

Table -4. 1: Incentives Provided to Tribal Children in Ashram Schools

<u>S.No</u>	<u>Item</u>	<u>Quantity</u>	<u>Period</u>
1	Food charges	Rs. 240	Per month
2	Mid-day meal (rice)	100 grams	Per day
3	Slates	1 No.	Per annum
4	Books: a. Note books b. Text books	Books according to class	Per annum
5	Bathing soaps	2 Nos	Per month
6	Washing soaps	2 Nos.	Per month
7	Hair oil	75 ml	Per month
8	Cosmetic charges : a. Boys b. Girls	Rs 10 Rs. 12 / 17	Per month
9	Bedding material a. Bedsheet b. Blanket	1 No. 1 No.	Once in three years Once in three years
10	Uniform	1 pair	Per annum
11	Plate and tumbler	1 No.	Once in two years
12	Trunk box	1 No.	Once in five years

The incentives are to be supplied in time for the success of intended objectives of the scheme. Due to some administrative lapses, the implementing agencies are not able to provide the material in time and which leads to misuse of material. For example, the improper supply of soaps, hair oil and unstitched cloth at the end of academic year are being used by the parents and other family members instead of school going children.

Infrastructure in Maharashtra

The government of Maharashtra provides all infrastructural facilities including boarding expenses to the ashram schools run under the government. The government pays Rs. 250/- per month for each student studying in ashram schools run by various NGOs towards boarding

charges. The government also provides financial assistance towards salaries, books, furniture, writing, material, uniforms, utensils, bedding material, accommodation rental charges and contingencies as grant-in-aid to NGOs for running ashram schools. Recently, the government has enhanced the amount to Rs. 335/- per student. There are more than 40 NGOs running ashram schools in different districts of Maharashtra. The per capita spending on each student studying in NGO School is less than the per capita spending in government school and this indicates the quality of food and facilities in both the categories of schools. There is no ceiling on the expenditure spent towards food materials in the government schools.

Accommodation, giving home work, providing study hours, supervision by the teaching staff during study hours, playing games and getting prizes are better in NGO schools than government schools. Both the categories of schools have First Aid Boxes with necessary medicines. The staff in the NGO schools show much interest with service motive towards the sick children, taking them to the nearest Primary Health Center (PHC), which in turn contributes in reducing the long absenteeism. The children in both the categories of schools take regular bath at the bore wells or near by river streams.

The government schools have better facilities than the NGO schools. Six schools under each category are electrified. Very few schools in both categories have toilet and bath room facilities in the hostels. Scarcity of water also exists in some of the schools. Accommodation is insufficient in 7 NGO schools and 3 government schools. The facility of cooking gas has been provided to two schools under each category. Most of the schools under both the categories have thatched roof and a few schools avail open space for cooking and dining purpose.

The quality of food served in the ashram schools is moderate in 6 schools under each category. However, the quality of food is poor in one NGO School and 2 government schools. Only one NGO School serves

better quality of food following the prescribed menu as per the official norms. Most of the schools are not using vegetables in food, but they use only pulses. It is informed that though the government provides good quality of pulses through Tribal Development Corporation (TDC) the concerned authorities are not using the inputs as per the norms. It is also observed that in most of the government schools, the quality and quantity including composition of the food items are not satisfactory though they receive the material as per the prescribed norms. The NGO schools purchase relatively less quality and quantity of items but serve better food. Even in the preparation of food, the staff in NGO schools takes relatively more care to serve better quality of food. In most of the NGO schools the students also assist in serving the food to the hostel inmates. It is informed that in some of the schools under both the categories the students feel insufficient food.

One of the major components in the concept of Ashram schools is both teacher and student residing with in the school premises for teaching-learning purposes. However, contrary to the concept most of the teachers are not residing in/near the school, the very purpose of ashram school lost its validity. Several factors on both administrative side and teacher side contribute teachers to stay away from the school; residential quarters are available in 6 schools under NGO schools and 5 school in Government schools. However, some of the quarters are not in good condition and the teachers stay outside the quarters. In NGO schools, though they have quarters the teachers adjust to stay in the school premises and spend both school and non-school hours towards the amenities of the school.

The residential pattern, mode of transport and several other personal factors contribute to irregular attendance among the teachers and this leads to disorganization in the academic are not able to reach the school with in time and similarly leave the school even before time, depending on mode of transport. These teachers lack commitment and do

not pay much attention towards academic activities starting from school prayer, teaching completion of syllabi and soon during school hours and supervising study hours, planning academic activities, meeting parents, interacting with community etc. during non-school hours.

Maintenance of school records, display of school information, supervision by the concerned authorities, co-ordination in distribution of work among the teachers, having better interaction with the community, organizing parent-teacher associations, maintaining cleanliness in the campus, developing leadership by allowing duties and responsibilities among the students and supervising study hours in the hostel are contribute much in the academic improvement of the schools. These are much possible when the teachers stay in the same campus and having commitment to spend much time towards the activities of the school and hostel, during both school hours and non-school hours. The data clearly reveals that NGO schools perform better in these activities than the GO schools.

The forest ecology is seen influencing the quality and quantity of tribal literacy. There are several other factors including socio-cultural, economic, administrative and other factors, which contribute to the low literacy of tribals. The location and distribution of schools in forest areas, forest policy, seasonal variations, natural resources and occupational patterns, nature of isolation, school environment, academic curriculum, health and the way of curing diseases and cultural ecology influence education among the tribals, who inhabit in the forest ecology.

Lack of proper awareness among the tribal parents' leads to misuse of incentives. Further, it also increases financial burden on the tribal parents and which leads to poor enrollment, absenteeism, wastage and decreasing quality of education. Due to poor implementation of incentives, some of the parents feel that educating tribal children becomes the financial burden on both Government as well as parents. To bring awareness about the intended incentives among the tribal parent's better

communicative strategies are to be pursued by the implementing agencies. Besides, an Incentive Monitoring Committee (IMC) consisting of both officials and non-officials including parents at different levels are to be formed for effective implementation.

Due to poor quality in construction of school buildings in most of the tribal areas, the children face several problems. They did not have adequate water facility and because of which the students never used bathrooms and latrines. The kitchen and storerooms are also not maintained properly. The utensils were also found dirty. The students were unable to take bath and therefore, the hygienic condition of these students was found to be low. The clothes and the health of the students of the Ashram schools are found to be pitiful. The bathroom in these schools was not constructed in accordance with the requirement of girls.

Since these schools are situated in remote areas and at a long distance from the village, the teachers and the students have to depend on only transport available in these areas. Because of less frequency of S.T. buses, at the time of emergency the teachers can hardly help the students. The students often fall sick and the PHCs are not situated near by and therefore it is difficult to arrange transport for the sick student to reach PHC/hospital.

A concerted effort is needed to boost demand for education in tribal areas. The TSP strategy so far has concentrated more on ensuring physical access to schools in tribal areas. Though there has been some improvement in enrolment and literacy rates over time, the response is not satisfactory and certainly not adequate to bridge the tribal-non-tribal gap in education within a reasonable time period.

On the supply side there is need to improve the quality of infrastructure by deployment of adequate number of teachers and making quality teaching-cum-learning aids available. The effort on the demand side would, inter alia, includes (a) awareness generation to sensitize the

illiterate parents about the value of education, (b) elimination of direct cost of education in tribal areas by providing primary and elementary education free of cost, and (c) strengthening the infrastructure of the ashram schools so that it becomes possible to extend its coverage to a large section of students and to effectively eliminate the indirect cost borne by the poor tribal families. (PEO, Planning Commission, 1997)

However, it is doubtful if the government implementing agencies alone can effectively perform this onerous task. Perhaps, the NGOs should also be involved as facilitators to sensitize illiterate tribals about the value of education and to identify and train local people with leadership qualities who could act as internal animators. Such a strategy has yielded success in many cases. It is also worth studying the successful interventions in the area of education to identify the factors that contributed to their success and to examine the feasibility of their replicability. The PEO study reveals that to improve access to public education and health facilities, the quality of supply of social infrastructure needs drastic improvement. The schools need quality teachers and teaching materials. Sufficient TSP funds need to be allocated for this purpose in almost all the states.

Infrastructure is most important input for any institution to function properly. The ashram school includes both school and hostel. The school requires accommodation, play ground and furniture for both students and teachers. It also requires teaching aids like black board, maps, charts etc., and toner material sources necessary for successful running of a school. Similarly, hostels also require accommodation, sleeping material, clothing food and so on. But the problem includes financial implications, timely supply and quality of material. The hostel and the school are very closely related and the performance of the school depends on the performance of hostel.

TEACHERS IN ASHRAM SCHOOL

The ethnic composition, gender, age, marital status, family, educational qualifications, improvement of qualifications, promotions, teaching experience, place of stay, distance and mode of conveyance, job satisfaction among the teachers working in the ashram schools are discussed in the chapter. The suggestions given by the teachers for improvement of ashram school education are also discussed in the chapter. The chapter also includes the role of teachers in GVVKS (feeder schools) in improving enrolment in ashram schools.

Teachers occupy the key position in the school system. They are poorly paid and poorly trained. With some new initiatives the quality of training is likely to improve. However, instead of emphasis on technology, attention should be given to the processed education, the way to develop values and learning by discovery. Teacher education programmes are more prescriptive and ritualistic rather than liberating, empowering and enriching. These need revamping. Review of the entire teacher education, especially of school and classroom management is urgently needed,

involving people from social sciences and management. Various new initiatives, including distance training of teachers are praise worthy, but will not be able to achieve their goals if attention is not given to the process of learning and of teaching as a process in developing values and pro-social orientation.

The vested interests and the false sense of power of appointing and transferring teachers, both by the politicians and the bureaucrats have prevented serious efforts at decentralization of primary and elementary schools to panchayati raj and municipalities. The Government seems to be wasting their energy in managing the school system for which local bodies should take the responsibility. The most impressive initiatives are to get teachers from the local communities. Involving women is even more important. Other such schemes are those of Lok Shikshak in Rajasthan (giving stipend of Rs.1, 500 per month to teach and generate awareness in the population). Expanding teacher resources through voluntary participation is very important, because almost 98% of the budget go into teachers' salary.

Ethnic distribution

The teachers working in ashram schools belong to different tribal and non-tribal communities. The Govt. of Andhra Pradesh has specially recruited teachers from tribal communities, thinking that they can stay in tribal areas and impart better education with better understanding of their own community. However, the hypothesis of tribal teachers working in tribal areas may produce good results is disproved.

The data (table-5.1) reveal that 58.33% of the teachers in Andhra Pradesh belong to tribal communities and 45.24% and 23.81% of them are working in primary and upper primary schools respectively. Majority of the tribal teachers is from Lambada/Sugali and Koya Communities. Lambada lives in non- Scheduled area and Koya lives in Scheduled area and both have comparatively better literacy with good exposure. But, the situation is different in Maharashtra.

The ethnic composition of teachers working in government schools in Maharashtra shows that 42.9% and 37.1% belong to various categories of Scheduled tribes and Scheduled castes respectively. The remaining teachers belong to backward and forward castes. However, the figures vary in non-government schools and only 18.42% and 34.20% of the teachers belong to various categories of Scheduled tribes and Scheduled castes respectively. The remaining 47.37% of the teachers belong to backward and forward castes. There is no reservation policy being implemented in schools run by NGOs. It is interesting to note that the performance of teachers working in NGO schools is better than the teachers working in Govt. schools.

Out of 160 teachers working in the ashram schools in Maharashtra, the data were gathered from 73 teachers for the present study. The data on ethnic composition among the teachers show that there are less number of teachers belonging to scheduled tribe in NGO schools and less number of teachers belonging to forward castes two categories of schools may be due to the strict implementation of reservation policy in government schools. Among the teachers working in Basic and Post Basic schools run by Govt. of Maharashtra, only 42. 86% belong to tribal communities. It is interesting to note that only 18.4% of the teachers working in schools run by non-government organizations belong to tribal communities. Gond community dominates among the tribal teachers as they are large and having comparatively better literacy with good exposure.

Sex

There is 33 per cent of reservation for women in recruitment of teachers in Andhra Pradesh. Besides, different programmes like OBB, DPEP etc., also have been given priority in recruiting women for the post of teachers. However, the situation is different in tribal areas. The data (table-5.2) indicate that out of 73 teachers, 90.41 per cent are males.

Regarding the teachers working in the study area of Maharashtra the data reveals that there are 63 male and 8 female teachers in NGO schools and 75 male and 14 female teachers in government schools. Though the numerical strength of students in both categories of schools is same, the total number of teachers working in government schools is more than in NGO schools. Hence, the student-teacher ratio comes to 36:1 in NGO schools and 29:1 in government schools. Most of the teachers are not staying at the place of work. They are daily commuters and the teachers working in interior villages have to walk a distance of 1 to 3 km from the bus stop to their work place. It is difficult to work in tribal areas due to lack of adjustment with the tribals and lack of proper infrastructure facilities. Mostly, the female teachers do not prefer to work in tribal areas and those working in tribal areas prefer to work in schools having bus facility.

Age

The policy of recruiting teachers, the payment and other benefits to the teachers differ between the two categories of schools. In most of the NGO schools, the teachers do not stay for longer period and whenever they get jobs in government schools, they leave and join in government schools. The data (table-5.3) on age-group wise distribution of teachers shows that out of 38 years of age. The teachers working in NGO schools are mostly young and perform duties as a team.

In Andhra Pradesh, 63.02% of the teachers are below the age of 35 years whereas in Maharashtra 67.12% of the teachers are in the same age group. However, in Maharashtra 86.84% of the teachers working in NGO schools are below the age of 35 years and the same age group is very less in government schools (45.72%). The difference may be due to teachers getting jobs early in NGO schools and leaving NGO schools after getting jobs in Govt. schools.

Religion

Majority of the teachers belongs to Hindu religion. The data (table-5.4) reveal that 95.90% of the teachers in AP and 91.78% of the teachers in Maharashtra belong to Hindu religion. The remaining teachers belong to other religions like Christian, Muslim and Buddhist.

Educational qualifications

The qualifications and process of selection of teachers particularly from tribal communities vary from State to State and time to time. The data (table-5.5) show that 20.54% of the teachers in AP have qualification of SSC (Secondary School Certificate) with TTC (Teacher Training Course) and below. In the case of Maharashtra 48.58% of the teachers in Govt. schools and 21.05% of the teachers in NGO schools have 10th class with D.Ed (Diploma in Education) and the variation is due to change in Govt. policies. The teachers working in NGO schools have higher qualifications than in Govt. schools in Maharashtra.

The data indicate that more number of teachers in NGO schools have higher qualifications, having intermediate education with Diploma in Education and more, than the teachers in government schools. However, there are more number of teachers in government schools have undergone in-service training for improvement as against very few number of teachers in NGO schools.

Improvement of qualifications

The appointment of teachers by relaxing educational qualifications from local tribal groups has negative impact on both non-tribal teaching community and school education. Most of the tribal teachers have no interest even to improve their educational qualifications. The institutions providing in-service training inputs are also not satisfactory as the institutes have no proper infrastructure and not conducting training

programmes regularly to suit the local tribal needs. Special training modules should be prepared to make the tribal and non-tribal teachers to fit in to the schools meant for different tribal groups having different geographical and socio-cultural background.

Teachers working in schools can improve their qualifications through Govt. sponsored in-service training programmes and distance education programme. The teacher having low qualification tries to have higher qualification. DIETs provide in-service training to primary school teachers. Out of (table-5.6) 73 teachers 43.84% in AP and 31.42% out of 35 teachers in Govt. schools of Maharashtra have improved their qualifications and this variation may be due to recruitment of teachers from tribals having less qualifications in AP. In NGO schools, most of the teachers have more than minimum qualification and there is no provision for Govt. sponsorship for in-service training programmes. Hence, very few teachers (10.52%) have improved their qualifications and this may be through distance education.

Most of the tribals speak their own dialect and development functionary should learn local dialects in order to build good rapport with tribals among whom he is working. Knowledge of tribal dialects facilitates not only intimate relationship and easy communication, but also enhances the credibility of worker among tribals. The teachers can also learn local dialects to have good rapport with the community and to have better interaction with tribal children.

Teaching experience

Some of the teachers have experience of working in private schools before their selection as teachers in Govt. schools. The data (table-5.7) show that 68.49% of the teachers in AP and 39.9% of the teachers in Govt. schools of Maharashtra have less than 5 years of experience. Most of the teachers are reluctant to work in tribal areas and as soon as they get

some experience, they try to get transfer to non-tribal areas. It is not possible in NGO schools. But, the teachers working in NGO schools left the job after getting job in Govt. schools. Out of 38 teachers in NGO schools 76.35% of them have less than 5 years of experience.

The teaching experience is less the teachers working in NGO schools than the teachers of government schools. Out of 38 teachers in NGO schools, 27 teachers have less than 5 years of teaching experience whereas out of 35 teachers in government schools, only 10 teachers have less than 5 years of experience and the remaining have more than 5 years of experience. However, 3 teachers in NGO schools and 13 teachers in government schools have more than 16 years of experience.

Most of the teachers have a mindset that the tribals live in forest areas and they are not fit for formal education. Hence, efforts should be brought among the teachers to change their mind set and to work with commitment.

Salary levels

The salary structure varies from State to State. Some times the Government pays consolidated amount of salary during the initial period of two to three years after recruitment. The new recruits are posted to tribal areas as the seniors always intend to be away from tribal areas due to various personal factors. The teachers constituting 82.19% in Andhra Pradesh and 75.34% in Maharashtra get monthly salary ranging from Rs. 2001 to 5000. In Maharashtra, 4 teachers out of 38 in NGO schools get less than Rs. 2000 as salary per month (table-5.8). Though the Government has prescribed norms in sanction, salary and recruitment of teachers in NGO schools, some of the NGOs are not following the norms strictly.

Marital status

The age at marriage among the tribals is lower than non-tribals. A few teachers belonging to tribal communities in Andhra Pradesh and some of the teachers working in schools run by NGOs in Maharashtra got their jobs early in age and mostly they are unmarried. The data (table-5.9)

reveal that the percentage of unmarried teachers is more in Maharashtra (39.47%) than in Andhra Pradesh. The schools run by NGOs have more young teachers constituting 39.47% and they can adjust easily in tribal areas and able to devote more time in teaching and other activities of the school. They live along with students in hostels and the students get more benefit from these teachers.

The data on marital status of teachers in Maharashtra reveal that out of 38 teachers in NGO schools 15 teachers are unmarried as against 5 unmarried teachers out of 3 teachers in government schools. This also indicated that most of the teachers in NGO schools are young and work in the schools temporarily as transit stage and with this experience, they try for the post of teacher in Govt. school. The teachers spent most of their time towards teaching and other activities of the school.

Size of family

The size of family varies among the teachers working in both AP and Maharashtra. Out of the sample families in Andhra Pradesh and Maharashtra, (table-5.10) 75.34% and 93.15% have less than 6 members per family. The high percentage of small families in Maharashtra indicates high percentage of nuclear families. However, 27.4% in AP and 58.9% in Maharashtra have less than 4 members each and they followed small family norm.

Types of family

The data (table-5.11) on type of family reveal that 67.12% in AP and 93.15% in Maharashtra are nuclear, consisting of a married couple with their unmarried children. The remaining belong to joint families. The percentage of nuclear families increases according to change in status of the school from primary to high school in AP. In the case of Maharashtra, the nuclear families among the teachers working in Govt. schools are more than the families of teachers working in NGO schools. Though most of the teachers have nuclear families very few families stay at the place of work. As the job in Govt. schools is secured and more transferable the

teachers put up nuclear families in a nearby urban centre. It is observed that even the local tribal teachers shifted their families to nearby urban centres after getting job.

Place of stay

People say that the performance of any school depends on the commitment of teachers towards school. The performance of schools is not satisfactory, as most of the teachers working in tribal areas are not residing at the place of their work. Even in non-tribal areas the teachers are daily commuters from a nearby town and as such they are not able to spare sufficient time on school education. In this regard, it is interesting to note that there is a movement among the rural populations in Karimnagar district with a popular slogan "Maa Vooriki Randi-Maatone Vundandi" (come to our village - stay with us). People realized the importance of staying teachers in villages wherever they are working as it is a major factor in improving school education and demanding for major reforms in administration of schools.

The data (table-5.12) reveal that only 42.47% of the teachers in Andhra Pradesh and 41.09% in Maharashtra reside along with their families in villages where they are working. The teachers staying as single and leaving the village on holidays and other occasions constitute 46.58% in Andhra Pradesh and 41.09% in Maharashtra. They stay either in a private house or residential quarter/school temporarily and leaving the place frequently. Due to culture change and modernization and lack of amenities in rural/tribal areas majority of the teachers are reluctant to reside at their place of work.

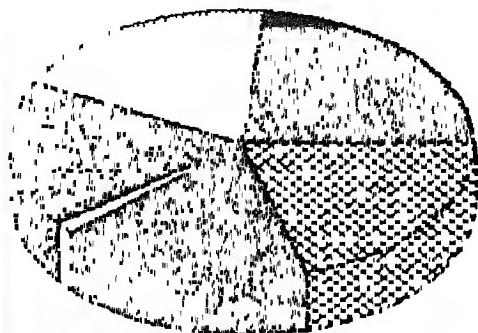
Distance and mode of conveyance

Teachers' place of residence influences the all round development of the child both inside and outside the school. During non-school hours the teacher supervises and monitors the activities of the school children. It

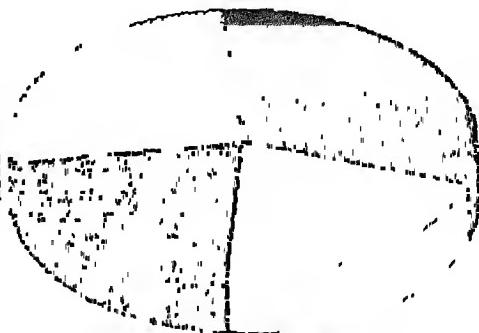
Place of Residence of the Teachers of Ashram School

Family in village Not in H.Q.
 Single in Quarters Single in village

 Family in Quarters
 Single in school



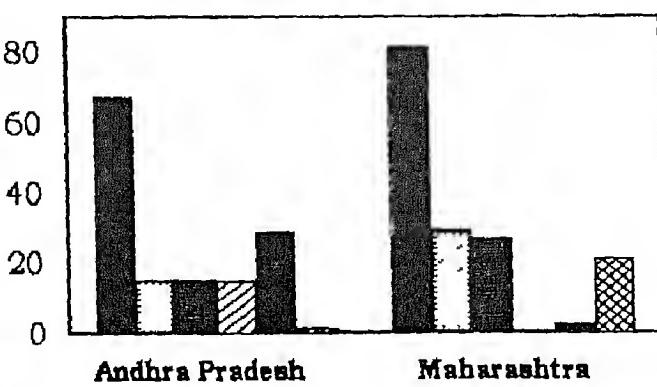
Andhra Pradesh



Maharashtra

Teaching Aids Used by the Teachers of Ashram Schools

Percentages



Charts Models Natural surroundings
 Kits Globe

 Lesson plans

also influences the functioning of school. He can understand the child in his/her total setting and he can try to mould the child in to a good citizen of India. Even most of the tribal teachers specially recruited thinking that they can stay in tribal villages to discharge their duties are not staying at their place of work. If a teacher attends the school from a distant place various factors such as mode of conveyance, nature of transportation, frequency of transport services etc influence the regularity, punctuality and functioning of school.

In tribal areas most of the teachers reside at Mandal headquarters or a near by town. A few schools have residential quarters and very few of them have occupied by teachers. The major reasons for not staying at their place of work are lack of educational and medical facilities, unwillingness of spouse and lack of adjustment to tribal culture. Even the tribals after becoming teachers leave their native place and reside at Mandal headquarters or a near by town and slowly alienating from their own culture.

The data (table-5.13) are elicited from the teachers who are residing away from their place of work. Out of 73 teachers 24 (32.88%) teachers in Andhra Pradesh and out of 35 teachers 5 (14.29%) teachers in Government schools and out of 38 teachers 7 (18.42%) teachers in NGO schools in Maharashtra are residing away from their place of work. The distance between their place of work and residence varies from less than 5 kms. to more than 30 kms. The data (table-5.14) reveal that out of the teachers staying away from the school, 58.33% in AP and 57.14% in Maharashtra use bus and motor cycle as their mode of conveyance. Most of them use either two-wheelers are buses in attending school every day.

Attendance and attitudes of teachers

It is observed that there is some distinction between tribal and non-tribal teachers in 13 schools in Andhra Pradesh and 2 schools in Maharashtra. It is interesting to note that all the teachers attend the school regularly in only 4 schools in Andhra Pradesh and 14 schools in

Maharashtra. In some of the schools, teachers attend the school based on rotation or mutual understanding. In 14 schools of Andhra Pradesh and 2 schools in Maharashtra, the teachers come late and leave the school early, as they have to catch the bus with in time to reach their home

The teachers staying in hostels take provisions from the hostels or the cooks prepare food separately for them. Very few teachers eat cooked food in hostels. But in most of the schools in Maharashtra, the teachers eat food in the hostel.

Promotions

Getting promotion in service encourages a teacher. But in the case of tribal areas, after having experience and getting promotion the teachers try to get transfer to urban or nearby areas. The schools located interior suffer due to lack of teachers with good experience. On the other hand, the irregular, corrupt and politically dominant teachers prefer to work even in interior areas. The performance based promotions of teachers or teachers on contract with better remuneration will be more suitable in tribal areas.

The teachers get promotion based on academic qualifications, experience and existing policy of the concerned government. Among the teachers, (table-5.15) 38.36% in Andhra Pradesh and 48.57% in Maharashtra got promotion in their service. As there is no clear policy on promotion of teachers working in NGO schools, only 21.06% of the teachers got promotion. Most of the teachers prefer to work in schools located in plain area and schools having good transportation net work. Some of the teachers suggested to consider the period of service in tribal areas for promotion.

Precautions for academic improvement

An open-ended question was asked to elicit information regarding precautions to be taken for academic improvement in schools. It is interesting to note (table-5.21) that 73.97% of teachers in Andhra Pradesh and 11.43% of teachers working government schools and 31.58% in NGO schools of Maharashtra have not given any response. The remaining

teachers have given various suggestions like early admissions, early completion of syllabi, taking extra classes, teacher-student interaction, preparation of academic plan, personal supervision, teaching in local language, conducting regular periodical tests and home work. Maximum number of teachers suggested to take extra class and to conduct regular periodical tests for academic improvement.

Job satisfaction

Regarding job satisfaction (table-5.22), 80% to 90% of the teachers working in primary, upper primary and high schools have job satisfaction in Andhra Pradesh. Similarly, 80% of the teachers working in Government schools in Maharashtra have job satisfaction. However, it is interesting to note that all the teachers working in NGO schools have expressed job satisfaction.

Suggestions by teachers

Suggestions for better performance of ashram school education are elicited from the teachers. They have given various suggestions (table-5.23) like provision of pucca buildings, separate building for hostel and school, sports material, library facilities, taking extra classes, providing timely incentives, trained teachers, study tours and teachers for physical education. Most of the schools particularly run by NGOs have temporary and semi-permanent accommodation and it is being used commonly for both teaching cum sleeping room. In some places, sick pupils have no space to relax and take rest. Most of the schools have very few sports and games material. Tribal children are interested in learning various games and sports. There are no special teachers for physical education. Library facilities are also scarce in most of the schools particularly in NGO schools due to lack of sufficient space and funds. In some of the schools, teachers are irregular and not properly trained. The incentives being provided to the students are not timely due to delay in administration. The students need study tours for exposure, culture contact and practical learning.

Teachers in Girijana Vidya Vikas Kendras (GVVKs)

Provision of free education, ashram schools, hostels and other incentives have not yielded expected results. In the context of Universalization of Primary Education (UPE) certain innovative and alternative approaches came to be experimented. Girijana Vidya Vikasa Kendras are the major source as feeder schools of ashram schools. Due to geographical isolation, small and scattered habitations, a large number of tribal habitations lack access to schools, which is a fundamental necessity for educational participation. Shortage of suitable and willing teachers to work in tribal areas is also the reason. Andhra Pradesh was the first to adopt flexible norms and policies in 1985-86. It established Girijana Vidya Vikasa Kendras (GVVKs) which are also known as Single Teacher Schools (STSs) in all tribal habitations having 15 or more school age children. The teachers are appointed from the local tribal youth fixing the minimum educational qualifications to class X appearance.

The Government of Andhra Pradesh has established GVKs even in inaccessible tribal villages with good intention to promote education among the tribal children in native environment. The teachers were appointed from the local tribal communities as they are the best persons having knowledge in local dialect, culture and adjustable to be in the village as a teacher and change agent. After the completion of the 2nd standard in GVKs, the teacher has to send the children to admit in nearby Ashram School for further studies. In addition to these, they have assigned the responsibility of providing mid-day meal programme to provide food to the tribal children.

There are 3,375 such schools functioning under eight Integrated Tribal Development Agencies (ITDAs) in Andhra Pradesh. The innovation lies in shifting the emphasis from economic viability to equity perspective for establishing these schools and in recruiting local teachers belonging to the tribal community not only for primary and adult education but also for the total development of the village (Sujatha, 1997).

The GVVKs are one of the best accessible means of educating the tribal children and feeder schools to ashram schools. The output of these in most of the areas is not up to the mark and inturn they reduced the intake of admissions in Ashram schools due to various factors.

Instead of increasing the number of tribal children promoted from second standard and number of admissions in third standard in Ashram schools, the poor performance of GVVKs resulted in decrease in number of admissions than their respective sanctioned strength in Ashram schools. The same trend exists in most of the GVVKs and Ashram schools in the district. There are several factors responsible for this state of affairs. The data shows the distribution of GVVKs and Ashram schools with their sanctioned and actual strength in Tiriyani Mandal of Adilabad District.

The data reveal that the present strength in all the Ashram schools except one at Ginnedhari in Tiriyani Mandal is less than the sanctioned strength. The Ashram schools at Mange and Manikyapur have less than 50% of the sanctioned strength. It is informed that the strength of the schools is decreasing every year as the GVVKs are not working properly in promoting children to Ashram schools and the same trend exists in most of the Ashram schools in the district. In the Ashram High School, Bombare of Wankhidi Mandal, there are 156 students out of its sanctioned strength 200. The data indicate that the GVVKs are not working properly due to lack of proper qualification of the teachers, irregularity of the teachers, lack of proper inspection and lack of commitment among the teachers and the officials concerned.

It is informed that most of the teachers are ineligible having S.S.C appeared or failed. They have very low standard of knowledge and some of them have habit of drinking and irregular in formal work. Though they are posted in different villages, most of them reside either in their native villages or nearby Mandal head quarter or town. The woman teacher working in GVVK at Gollabanda is residing at Asifabad and attends the

school about once in a week. Most of the teachers are very irregular and even the community leaders have no interest in running the schools regularly.

The Teacher Training Course (TTC) provided by the District Institute of Educational Training (DIET) is also not much useful. Most of the teachers who deputed to undergo a training programme at the DIET are also irregular in attendance. The lecturers working in DIET to taught TTC are also irregular and not interested in delivering duties properly. Hence, there is no impact of TTC among the teachers in improving their academic skills. Besides, there is lot of politics among the teachers and having political affiliations with different political leaders at different levels to protect their interests. The Project Education Councilors (PECs) appointed to supervise GVVKS are not discharging their duties properly. Two separate associations of teachers viz., Andhra Pradesh Teachers Federation (APTF) and Andhra Pradesh Tribal Welfare Teachers Association (APTWRA) are formed based on ethnic identity.

It is informed that the officials rarely make periodical visits for inspection and proper guidance. They encourage and indulge in malpractice in preparation and submission of attendance reports and disbursement of salaries. The PECs are being appointed through deputation from the teachers and mostly it depends on the likes and dislikes of the authorities concerned. It seems there is no fixed criteria for the appointment of PECs. Some of the PECs are juniors to some of the teachers working in GVVKS and these teachers do not care and respect the PECs. Some of PECs are not able to prepare pay bills of the GVVK teachers due to their low level of education and lack of proper skills.

In transfer of teachers, it seems the concerned officials have no specific policy and this leads to big lobbying among the teachers to protect their interests. The major teacher organizations viz., (APTF) and (APTWTA) politicize the issue of transfer and play important role in

transfers and administration of schools in the District. A lady teacher having SSC (fail) and TTC qualification and working at GVVK, Ginnedhare has transferred to a High School to teach post-primary classes. Similar cases of ineligible teachers working in many schools are recorded. In the Upper Primary Ashram School, Dantanapalli, out of 7 sanctioned posts, one teacher (Hindi Pandit) is on deputation at Utnoor as his wife is working there, three teachers are ineligible as they lack proper qualifications and only the remaining three teachers are eligible. But out of these three eligible teachers, one is Head Master residing at Asifabad, another is Warden residing in school residential quarters and the remaining teacher's family is residing at Mancherial a faraway place in the same district.

Due to large irregularity of the teachers, the other associated programmes like Anandalahari (Joyful Learning) and midday meal are also not functioning satisfactorily. The stagnation in both I and II standards is very high and promoting children from II standard to III standard i.e. admitting children in Ashram schools is very low or sometimes nil, and this can be observed clearly in many schools in the district.

The recruitment of candidates having minimum qualifications of S.S.C. appeared is meaningless, as there is no detention system in the earlier classes. Therefore, the S.S.C. failed candidates particularly in tribal schools may not have even the qualification of primary level. The posting of such ineligible teachers to Upper Primary and High Schools is another wrong step and this spoils the entire educational system in the tribal areas of Adilabad District.

The Government policy of recruiting the tribal candidates with S.S.C. appeared is not good for promoting education in tribal areas. But they can be recruited for the jobs other than teachers. In the neighboring State of Maharashtra, the tribal candidates with minimum qualification of S.S.C. passed and D.Ed are recruited as teachers for Primary schools.

With regard to enrolment in the schools, the data reveal that on an average there are about 30 children in each school. However, it is informed that only 20% to 30% of the children are being admitted into Ashram schools support these facts. There is no proper administrative supervision to guide and direct the teachers and the villagers in running of schools successfully. The Project Education Councilors (PECs) and the Field Resource Persons (FRPs) are not discharging their duties properly. Due to irregularity of the teachers, lack of proper supervision by the authorities and lack of teaching aids and other infrastructure lead to the failure of the programmes including mid-day meal scheme and joyful learning.

School complexes

Teacher competency building was one of the important interventions in the Education Project. For this, institutional support was established for regular training and orientation at ITDA, Cluster and School levels. At ITDA, the PRC plays an important role in training programmes on common themes for capacity building while at cluster level, the School Complexes provide continuous training support for improving and internalizing the pedagogical skills. At school level, regular academic support and guidance is provided by the MRP to institutionalize the teacher competencies.

In view of adoption of innovative teaching methods and to upgrade knowledge, the teacher training programmes are focussed on methodology of multi-graded material. Initial training was provided at central level following a cascade model. The MRPs were trained and who in turn conducted the training programmes for teachers with the assistance of resource persons.

The training programme helps to break the isolation among teachers besides benefiting them to have an exposure to new methods of teaching learning. Due to inadequate time for training and also because of the high trainer-trainee ratio, heterography of the group, lack of hands-on-practice

and other logistic problems, the training has limited effectiveness. However, the qualities of training were varied and still some of the teachers have methodological problems. Although all these initial training programmes helps the teachers greatly in understanding still they could not provide effective skills for transacting the kits.

In several villages, the average attendance of teachers is once in a week and students' partial attendance was conditioned by the occasional distribution of snacks. And of course none of teachers knew any tribal languages (Pathy, 1988:152).

The suggestions from the teachers for the improvement of ashram school education elicited through open-ended questions. Most of the teachers in both the categories suggested providing pucca buildings to schools and hostel separately with electricity facilities. As the tribal children are more interested in playing games, most of the teachers also suggested to provide material for sports and games and to organize annual competitions in these fields regularly. Some of the teachers also need library facilities with regular supply of magazines and periodicals.

There are only two sub DIETs, one at Utnoor in Adilabad district and another at Paderu in Visakhapatnam district established to provide in-service training to a large number of tribal teachers who have less qualification and motivation for teaching. These two DIET centres lack proper infra structure and not discharging necessary training inputs to the tribal teachers leading to poor quality of education. The DIET at Utnoor has only one Vice-principal and one teacher and the other DIET at Paderu has a Principal with two teachers and they are also irregular and not working properly. However, the tribal teachers are undergoing training and getting certificates for the benefit of getting increments and not for quality education.

Teacher is the backbone in education system. If a teacher is sincere and committed, he can educate children successfully even without infrastructure. But creating commitment among the teachers is a big

problem in the present context. Once the job is secured in Govt. service the teacher can not able to commit himself to his duties. Necessary infrastructure including more effective in-service training inputs should be provided to create such an environment among the teachers. Lack of commitment on the part of teachers working in Government and consequent degeneration in school education leads to mushrooming of private schools. But it is not possible to start private schools in tribal areas due to poverty and illiteracy of the tribals. There is need to change the existing policy of recruitment of teachers and contract system with better remuneration may be more effective in tribal areas.

A : Andhra Pradesh.

Table -5.1: Ethnic Groups Among the Teachers

S. No.	Social Category	Type of school										Grand Total	% Total			
		Primary School					Upper Primary School									
		Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total
1	Forward Caste	1	-	-	1	2	2	-	-	2	1	3	4	3	10	15
2	Backward Caste	1	-	-	2	3	1	1	-	1	-	1	2	4	10	13.69
3	Scheduled Caste	2	-	-	1	3	1	1	1	3	-	-	-	-	-	6
4	Scheduled Tribe	7	7	3	2	19	2	3	4	1	10	3	2	6	2	13
5	a. <i>Pardhan</i>	2	-	-	-	2	-	-	-	-	-	-	-	-	-	2
6	b. <i>Vahniku</i>	-	-	-	-	-	-	-	-	-	-	-	6	-	-	6
7	c. <i>Lambada</i>	3	1	-	1	5	2	2	-	-	4	3	-	-	-	3
8	d. <i>Bogata</i>	-	-	1	-	1	-	3	-	3	-	-	-	-	-	4
9	e. <i>Koya</i>	1	4	-	1	6	-	-	-	1	1	-	1	2	9	-
10	f. <i>Porra</i>	-	-	1	-	1	-	-	-	-	-	-	-	-	-	1
11	g. <i>Nalipodku</i>	1	-	-	1	-	-	-	-	-	-	-	-	-	-	1
12	h. <i>Konda Dora</i>	-	-	1	-	1	-	-	-	-	-	-	-	-	-	1
13	I. <i>Hill Reddi</i>	-	2	-	-	2	-	1	-	1	-	-	-	-	-	3
14	j. <i>Yerukala</i>	-	-	-	-	-	-	1	-	1	-	1	-	-	1	2
	Total	11	7	3	6	27	6	4	5	3	18	5	5	11	7	27
															73	100

B : Maharashtra

S. No.	Category	Government						Non-Government						Total	% 21.09	
		Basic			Post Basic			Basic			Post Basic					
		Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	Total	%	
1	Forward Caste	-	1	-	-	-	-	-	1	2.85	1	1	-	1	3	
2	Backward Caste	-	1	-	-	-	2	2	1	6	17.14	-	4	1	2	
3	Scheduled Caste	2	1	1	2	5	1	-	1	13	37.15	3	-	3	13	
4	Scheduled Tribe	1	2	2	2	-	3	3	2	15	42.86	-	-	2	7	
5	a.Pardhi	1	1	-	-	-	-	-	2	-	-	-	-	-	18.40	
6	b.Bhil	-	-	-	-	-	1	-	1	-	-	-	-	-	2	
7	c.Gamit	-	-	-	-	-	-	-	-	-	-	-	-	-	1	
8	d.Dhangar	-	-	-	-	-	2	-	1	-	-	-	-	-	-	
9	e.Korku	-	-	-	-	-	-	-	-	-	-	-	-	-	1	
10	f.Tokre koli	-	1	-	-	1	-	-	2	-	-	-	-	-	-	
11	g.Gond	-	-	2	-	-	-	3	-	5	-	-	-	-	1	
12	h.Madiya	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
13	i.Malhar koli	-	-	-	-	-	-	2	1	-	-	-	-	-	-	
14	j.Kolna	-	-	-	2	-	-	1	3	-	-	-	-	-	-	
15	k.Worli	-	-	-	-	-	-	-	-	-	-	-	-	2	2	
	Total	3	5	3	4	5	6	5	4	35	100	4	5	3	5	7
															38	
															100	

Table - 5.2: Distribution of Teachers According to Gender

A : Andhra Pradesh

S. No.	Gender	Type of school										Grand Total	% Total					
		Primary School					Upper Primary School											
		Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total		
1	Male	11	7	3	6	27	6	4	5	1	16	5	4	9	5	23	66	90.42
2	Female	-	-	-	-	-	-	-	-	2	2	-	1	2	2	5	7	9.58
	Total	11	7	3	6	27	6	4	5	3	18	5	5	11	7	28	73	100

B. Maharashtra

S. No.	Gender	Government										Non-Government					Total	%			
		Post Basic					Basic					Post Basic			Basic						
		Basic	Post Basic	Total	%		Basic	Post Basic	Total	%		Basic	Post Basic	Total	Basic	Post Basic	Total				
		Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha				
1	Male	3	5	2	4	4	5	4	4	31	88.57	4	5	4	5	2	5	4	6	35	92.11
2	Female	-	-	1	-	1	1	1	-	4	11.43	-	-	-	1	-	1	1	1	3	7.89
	Total	3	5	3	4	5	6	5	4	35	100	4	5	4	5	3	5	5	7	38	100

Table - 5.3: Age Groups Among the Teachers

S. No.	Age Group (in years)	Type of school										Grand Total %								
		Primary School					Upper Primary School													
		Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adu	Kha	Vis	War	Total				
1	< - 25	-	3	-	-	3	-	1	1	-	2	-	1	-	1	2	7	9.58		
2	26 - 30	3	4	-	1	8	1	2	1	-	4	3	-	2	2	7	19	26.03		
3	31 - 35	5	-	2	1	8	1	1	1	1	4	2	1	3	2	8	20	27.39		
4	36 - 40	1	-	-	1	2	3	-	1	-	4	-	-	3	-	3	9	12.33		
5	41 - 45	1	-	1	2	4	-	-	1	1	2	-	2	3	1	6	12	16.45		
6	46 - 50	-	-	-	-	1	-	-	1	1	2	-	1	-	1	2	4	5.48		
7	51 - 55	1	-	-	1	2	-	-	-	-	-	-	-	-	-	-	2	2.74		
	Total	11	7	3	6	27	6	4	5	3	18	5	5	11	7	28	73	100		
B: Maharashtra														Non-Government						
C: Andhra Pradesh														Post Basic						
S. No.	Age group (in years)	Basic				Post Basic				Basic				Post Basic						
		Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	Post Basic						
		-	1	1	-	-	1	-	4	11.44	-	2	1	-	-	2	6	15.79		
1	< - 25	-	1	-	-	2	1	1	6	17.14	4	1	1	2	1	3	4	17.44.73		
2	26 - 30	1	-	1	-	-	2	-	6	17.14	-	2	1	1	2	1	10	26.32		
3	31 - 35	1	1	-	2	-	2	-	2	22.85	-	-	1	-	-	-	2	5.26		
4	36 - 40	-	1	-	-	3	2	-	2	7	19.99	-	-	1	-	-	-	-		
5	41 - 45	-	2	1	1	-	1	1	4	11.44	-	-	1	-	-	-	2	5.26		
6	46 - 50	1	-	-	-	2	1	-	-	-	-	-	1	-	-	-	1	2.64		
7	51 - 55	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1	2.64		
	Total	3	5	3	4	5	6	5	4	35	100	4	5	4	5	3	5	7	38	100

Table -5.4: Distribution of Teachers According to Religion

A : Andhra Pradesh

S. No.	Religion	Type of school												Grand Total	% %	
		Primary School						Upper Primary School								
		Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total
1	Hindu	11	7	3	5	26	6	4	5	2	17	5	4	11	7	27
2	Muslim	-	-	-	1	1	-	-	-	-	-	-	-	-	-	1
3	Christian	-	-	-	-	-	-	-	-	1	1	-	1	-	1	2
	Total	11	7	3	6	27	6	4	5	3	18	5	5	11	7	28
																100

B : Maharashtra

S. No.	Religion	Government												Non-Government				% %			
		Basic						Post Basic						Basic		Post Basic					
		Amu	Dhu	Gad	Tra	Amu	Dhu	Gad	Tha	Amu	Dhu	Gad	Tha	Amu	Dhu	Gad	Tha				
1	Hindu	3	5	3	4	1	6	5	4	31	88.57	3	5	4	5	3	5	4	7	36	94.72
2	Muslim	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	1	2.64	
3	Buddhist	-	-	-	-	4	-	-	-	4	11.43	1	-	-	-	-	-	-	-	1	2.64
	Total	3	5	3	4	5	6	5	4	35	100	4	5	4	5	3	5	5	7	38	100.00

Table -5.5: Qualifications Possessed by the Teachers

A: Andhra Pradesh

S. No.	Qualifications	Type of school										Grand Total	% Total				
		Primary School					Upper Primary School										
Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total			
1	SSC Fail	-	1	-	1	-	-	-	-	-	-	1	-	2	2.73		
2	SSC Passed	2	1	1	5	-	-	-	-	-	-	-	-	5	6.86		
3	SSC with TTC	2	1	1	-	4	2	1	-	3	1	-	-	1	8	10.96	
4	Intermediate	1	1	1	4	-	-	-	-	1	1	-	-	-	5	6.86	
5	TTC	2	1	-	3	6	1	1	3	1	6	2	2	-	4	16	21.92
6	Degree with TTC	2	-	-	-	2	1	1	1	2	1	2	-	3	7	9.58	
7	Degree with B.Ed.	2	2	-	-	4	2	1	1	5	2	4	4	14	23	31.51	
8	P.G with B.Ed.	-	-	-	1	1	-	-	1	-	-	2	3	5	7	9.58	
	Total	11	7	3	6	27	6	4	5	3	18	5	5	11	7	73	100.00

B : Maharashtra

S. No.	Qualifications	Government										Non-Government						
		Basic					Post Basic					Basic						
		Ama	Dhu	Ged	Tha	Ama	Dhu	Ged	Tha	Ama	Dhu	Ama	Dhu	Ged	Tha			
1	10th with D.Ed	2	3	1	3	1	3	2	2	17	48.58	1	2	-	2	1	8	21.05
2	Inter with D.Ed	-	-	2	-	1	-	-	-	3	8.58	2	1	-	-	2	8	21.05
3	Degree with D.Ed	1	-	-	1	-	-	-	-	2	5.71	1	-	-	-	3	6	15.94
4	Degree with B.Ed	-	2	-	1	1	2	2	9	25.71	-	2	2	1	3	4	1	15.33
5	P.G. With B.Ed	-	-	-	1	2	1	-	4	11.42	-	-	-	-	1	-	1	2.63
	Total	3	5	3	4	5	6	5	4	35	100	4	5	4	5	5	7	38.100

Table -5.6: Improvement of Qualifications

A : Andhra pradesh

S. No. of qualifications	Improvement of qualifications	Type of school										Grand Total	% Total	
		Primary School					Upper Primary School							
Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total
1	Improved	7	2	1	2	12	3	2	3	1	9	4	2	3
2	Not improved	4	5	2	4	15	3	2	2	9	1	3	8	5
	Total	11	7	3	6	27	6	4	5	3	18	5	5	11
														73
														100.00

B : Maharashtra

S. No. of qualifications	Improvement of qualifications	Government										Non-Government				
		Basic					Post Basic					Basic			Post Basic	
		Ana	Dhu	Gad	Tha	Amu	Dhu	Gad	Tha	Amu	Dhu	Amu	Dhu	Gad	Tha	Total
1	Improved	-	1	1	2	3	3	-	1	11	31	42	-	2	-	1
2	Not improved	3	4	2	2	2	3	5	3	24	68	58	4	5	3	4
	Total	3	5	3	4	5	6	5	4	35	100	4	5	3	5	7
																38
																100

Table - 5.7: Experience of the Teachers

S. No.	Experience (in years)	Type of school										Grand Total	% Total					
		Primary School					Upper Primary School											
		Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha					
1	1 - 5	2	6	-	8	1	2	1	-	4	-	1	3	4	8	20	27.39	
2	6 - 10	6	1	3	2	12	1	1	3	-	5	5	1	4	1	11	28	38.35
3	11 - 15	1	-	-	1	2	2	1	-	1	4	-	-	-	1	1	7	9.58
4	16 - 20	1	-	-	1	2	2	-	1	1	4	-	3	2	-	5	11	15.07
5	21 - 25	-	-	-	1	1	-	-	-	1	1	-	-	1	1	2	4	5.48
6	26 - 30	1	-	-	1	2	-	-	-	-	-	-	-	1	-	1	3	4.13
	Total	11	7	3	6	27	6	4	5	3	18	5	5	11	7	28	73	100.00

B : Maharashtra														Non-Government					
S. No.	Experience (in years)	Government																	
		Basic				Post Basic				Basic									
		Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Ria	Total	%				
1	1 - 5	2	1	2	-	2	4	1	14	39.90	4	5	4	3	3	1	5	29	76.35
2	6 - 10	-	1	-	-	1	-	-	2	5.80	-	-	1	-	2	-	-	3	6
3	11 - 15	-	1	-	1	3	2	-	1	8	22.86	-	-	-	-	-	-	-	-
4	16 - 20	-	1	1	1	-	1	-	2	6	17.15	-	-	-	-	-	-	-	-
5	21 - 25	1	1	-	-	1	1	1	-	5	14.29	-	-	1	-	2	-	-	3
	Total	3	5	3	4	5	6	5	4	35	100	4	5	4	5	5	7	38	100

Table -5.8: Salary Levels Among the Teachers

S. No.	Salary per month (in rupees)	Type of school										Grand Total	% Total		
		Primary School					Upper Primary School								
		Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total				
1	< - 2000	-	3	-	-	-	-	-	-	-	-	3	4.11		
2	2001 - 3000	1	-	1	-	2	2	-	1	-	3	1	6		
3	3001 - 4000	5	3	1	2	11	-	3	-	3	2	5	15		
4	4001 - 5000	3	1	1	2	7	4	1	2	9	2	1	2		
5	5001 - 6000	-	-	-	2	2	-	1	-	1	3	-	4		
6	6001 - >	2	-	-	2	-	-	-	-	1	-	1	3		
	Total	11	7	3	6	27	6	4	5	3	18	5	11		
											7	28	73		
													100.00		

S. No.	Salary per month (in rupees)	Government										Non-Government			
		Post Basic					Basic					Post Basic	Basic	Total	%
		Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	Total	%
1	< - 2000	-	-	-	-	-	-	-	-	1	1	-	-	2	2
2	2001 - 3000	-	1	1	-	-	-	3	8.57	-	1	1	-	1	4
3	3001 - 4000	1	1	1	1	-	3	-	8	22.86	3	2	1	2	1
4	4001 - 5000	1	1	1	1	2	4	2	3	15	42.86	1	1	3	1
5	5001 - 6000	-	2	-	1	-	1	-	4	11.42	-	-	1	1	-
6	6001 - >	1	-	-	2	1	-	1	5	14.29	-	1	1	-	2
	Total	3	5	3	4	5	6	5	4	35	100	4	5	3	5
													5	7	38
													100		

Table -5.9: Marital Status of the Teachers

S. No.	Marital Status	Type of school										Grand Total	% Total					
		Primary School					Upper Primary School											
		Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Vis					
1	Unmarried	-	3	-	3	1	-	-	1	1	1	2	5	9	12.33			
2	Married	11	4	3	6	24	5	4	5	3	17	4	9	5	22	63	86.31	
3	Divorced/Separated	-	-	-	-	-	-	-	-	-	-	1	-	1	1	1.36		
	Total	11	7	3	6	27	6	4	5	3	18	5	5	11	7	28	73	100

B : Maharashtra																					
Non-Government																					
S. No.	Marital Status	Government										Basic Total	Post Basic Total								
		Basic					Post Basic														
		Amra	Dhus	Gad	Tha	Ama	Dhus	Gad	Tha	Ama	Dhus	Gad	Tha								
1	Unmarried	1	1	1	-	1	1	-	5	14.28	3	1	2	2	-	-	3	4	15	39.47	
2	Married	2	4	2	4	5	5	4	4	30	85.72	1	4	2	3	3	5	2	3	23	60.53
	Total	3	5	3	4	5	6	5	4	35	100	4	5	4	5	3	5	5	7	38	100

Table -5.10: Size of the Family Among the Teachers

A : Andhra Pradesh

No.	Size of the family	Primary School						Upper Primary School						Type of school						% Total
		Adi Kha Vis War Total			Adi Kha Vis War Total			Adi Kha Vis War Total			High School									
		Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	Total
1	1-2	1	-	-	-	1	1	1	-	2	-	-	-	2	2	2	5	6	6.85	
2	3-4	1	3	-	1	5	3	-	-	1	4	3	1	2	6	6	15	15	20.54	
3	5-6	4	4	2	5	15	2	3	1	-	6	2	3	6	3	14	35	35	47.97	
4	7-8	3	-	-	3	-	-	3	1	4	-	1	1	2	4	4	11	11	15.06	
5	9-10	2	-	1	-	3	-	-	1	1	2	-	-	2	-	2	7	7	9.58	
	Total	11	7	3	6	27	6	4	5	3	18	5	5	11	7	28	73	73	100.00	

B : Maharashtra

No.	Size of the family	Government						Non-Government						Total	% Total					
		Basic			Post Basic			Basic			Post Basic									
		Ama	Dhu	Gad	Ama	Dhu	Gad	Ama	Dhu	Gad	Ama	Dhu	Gad	Tha						
1	1-2	1	1	-	1	-	2	1	6	17.14	2	2	1	2	1	-	1	1	26.32	
2	3-4	-	1	1	3	1	2	2	12	34.28	2	2	2	1	3	2	1	15	39.47	
3	5-6	2	3	2	1	3	2	1	1	15	42.86	-	1	1	-	1	2	4	10	26.32
4	7-8	-	-	-	-	-	2	-	2	5.72	-	-	1	1	-	1	1	3	7.89	
	Total	3	5	3	4	5	6	5	4	35	100	4	5	3	5	5	7	38	100	

Table -5.11: Types of Family Among the Teachers

S. No.		Type of school										Grand Total %						
		Primary School					Upper Primary School											
		Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha					
1	Nuclear	5	2	5	17	6	4	1	1	12	5	4	6	5	20	49	67.12	
2	Joint	6	2	1	1	10	-	-	4	2	6	-	1	5	2	8	24	32.88
	Total	11	7	3	6	27	6	4	5	3	18	5	5	11	7	28	73	100.00

S. No.		Type of school										Grand Total %									
		Primary School					Upper Primary School														
		Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha								
1	Nuclear	3	5	3	3	5	5	4	33	94.28	4	5	4	5	2	5	4	6	35	92.11	
2	Joint	-	-	-	1	-	1	-	2	5.72	-	-	-	1	-	1	1	3	7.89		
	Total	3	5	3	4	5	6	5	4	35	100	4	5	4	5	3	5	5	7	38	100.00

B: Maharashtra																					
Government																					
S. No.		Type of school										Grand Total %									
		Primary School					Upper Primary School														
		Adi	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha								
1	Nuclear	3	5	3	3	5	5	4	33	94.28	4	5	4	5	2	5	4	6	35	92.11	
2	Joint	-	-	-	1	-	1	-	2	5.72	-	-	-	1	-	1	1	3	7.89		
	Total	3	5	3	4	5	6	5	4	35	100	4	5	4	5	3	5	5	7	38	100.00

B: Maharashtra																					
Non-Government																					
S. No.		Type of school										Grand Total %									
		Primary School					Upper Primary School														
		Adi	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha								
1	Nuclear	3	5	3	3	5	5	4	33	94.28	4	5	4	5	2	5	4	6	35	92.11	
2	Joint	-	-	-	1	-	1	-	2	5.72	-	-	-	1	-	1	1	3	7.89		
	Total	3	5	3	4	5	6	5	4	35	100	4	5	4	5	3	5	5	7	38	100.00

Table - 5 12: Place of Residence of the Teachers

A : Andhra Pradesh

S. No.	Place of residence	Type of school										Grand Total	% Total					
		Primary School					Upper Primary School											
		Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total							
1	Single in village	-	1	-	-	1	-	-	-	-	-	-	1	1.36				
2	Family in village	-	1	1	4	6	-	1	3	4	-	2	3	7	17	23 28		
3	Single in quarters	2	-	-	-	2	5	-	4	-	9	1	-	2	-	3	14	19.19
4	Family in quarters	-	-	-	-	-	1	4	-	-	5	-	-	5	3	8	13	17.83
5	Single in School	-	3	2	2	7	-	-	-	-	4	1	1	2	8	15	20.54	
6	Not in head quarters	9	2	-	-	11	-	-	-	-	-	2	-	-	2	13	17 80	
	Total	11	7	3	6	27	6	4	5	3	18	5	5	11	7	28	73	100 00

B : Maharashtra

S. No.	Place of residence	Government										Non-Government								
		Basic					Post Basic					Basic			Post Basic					
		Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha			
1	Single in village	3	-	-	2	-	2	-	10	28.57	1	-	3	1	-	3	-	8	21.05	
2	Family in village	-	-	3	4	2	-	2	1	12	34.29	-	3	1	2	-	10	26.32		
3	Single in quarters	-	-	-	-	2	-	-	2	5.71	3	1	-	-	-	-	6	10	26.32	
4	Family in quarters	-	-	-	-	4	1	1	6	17.15	-	-	1	-	-	1	2	5.26		
5	Not in head quarters	-	2	-	-	1	-	-	2	5	14.28	-	1	-	3	-	4	-	8	21.05
	Total	3	5	3	4	5	6	5	4	35	100	4	5	3	5	5	7	38	100	

Table -5 13. Distance Between place of work and Residence

A : Andhra Pradesh		Type of school												Grand Total %		
		Primary School						Upper Primary School								
		Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total
1	< - 5	4	-	1	-	5	-	-	-	-	1	-	-	-	1	6 24.99
2	6 - 10	-	2	-	-	2	-	-	-	-	-	-	-	-	-	2 8.34
3	11 - 15	3	-	1	-	4	-	-	-	-	-	-	-	-	-	4 16.66
4	16 - 20	1	1	-	-	2	-	-	-	-	3	1	-	-	4	4 20.84
5	21 - 25	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1 4.17
6	26 - 30	1	-	-	-	1	-	-	-	-	-	-	-	-	-	2 8.34
7	31 - >	-	-	-	2	2	-	-	-	-	-	-	-	-	-	2 8.34
	Total	9	3	2	2	16	-	-	-	-	4	1	1	2	8	24 100.00

B : Maharashtra		Government												Non-Government			
		Basic						Post Basic									
		Adm	Dhu	Gad	Tha	Ans	Dhu	Gad	Tha	Ans	Dhu	Gad	Tha	Ans	Dhu	Gad	Tha
1	< - 5	-	1	-	-	-	-	1	20	-	-	1	-	1	-	-	2 28.57
2	6 - 10	-	-	-	-	-	-	-	-	-	-	-	-	3	-	-	4 57.15
3	11 - 15	-	-	-	-	1	-	2	3	60	-	-	-	-	-	-	-
4	16 - 20	-	-	1	-	-	-	-	1	20	-	-	-	-	-	-	1 14.28
5	21 - >	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	7 100
	Total	-	2	-	-	1	-	2	5	100	-	-1	-	3	-	4	-

Table -5.14: Mode of Conveyance

A : Andhra Pradesh										B : Maharashtra												
S. No.	Mode of conveyance	Type of school										Non-Government										
		Primary School					Upper Primary School					High School					Post Basic					
S. No.	Mode of conveyance	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Gad	Dha	Tha	Total	%
1	Walk	3	-	1	-	4	-	-	-	-	-	-	-	-	-	-	-	-	-	4	16.67	
2	Cycle	1	1	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	2	8.33	
3	Bus	4	2	1	-	7	-	-	-	-	-	3	1	1	2	7	14	4	58.33			
4	Motor cycle	1	-	-	2	3	-	-	-	-	-	1	-	-	-	-	1	-	1	4	16.67	
	Total	9	3	2	2	16	-	-	-	-	-	4	1	1	2	8	24	100	100.00			
<hr/>																						
B : Maharashtra										Government												
S. No	Mode of conveyance	Basic					Post Basic					Basic					Post Basic					Total %
		Ama	Dha	Gad	Tha	Ama	Dha	Gad	Tha	Ama	Dha	Gad	Tha	Ama	Dha	Gad	Tha	Ama	Dha	Gad	Tha	
1	Cycle	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	2	28.57
2	Bus	-	1	-	-	-	-	-	-	1	20	-	-	1	-	-	-	-	-	1	14.29	
3	Motor cycle	-	1	-	-	1	-	-	2	4	80	-	-	-	-	-	4	-	-	4	57.14	
	Total	-	2	-	1	-	2	5	100	-	-	3	-	4	-	-	4	-	-	7	100	

Table -5.15: Distribution of Teachers of According to Their Promotion

S. No.		Promotion		Type of school										Grand % Total				
				Primary School					Upper Primary School					High School				
				Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adu	Kha	Vis		
1	Yes	2	2	4	10	3	1	2	2	8	2	1	5	2	10	28	38.35	
2	No	9	5	1	2	17	3	3	3	1	10	3	4	6	5	18	45	61.65
	Total	11	7	3	6	27	6	4	5	3	18	5	5	11	7	28	73	100.00
 B : Maharashtra																 Non-Government		
S. No.		Promotion		Government					Post Basic					Basic			Post Basic	
				Ama	Dha	Gad	Tha	Ama	Dha	Gad	Tha	Ama	Dha	Gad	Tha	Total	%	
				Ama	Dha	Gad	Tha	Ama	Dha	Gad	Tha	Ama	Dha	Gad	Tha	Total	%	
1	Yes	2	2	1	2	2	3	2	3	17	48.57	1	1	-	1	1	21.06	
2	No	1	3	2	2	3	3	3	1	18	51.43	3	4	4	2	5	6	30.78.94
	Total	3	5	3	4	5	6	5	4	35	100	4	5	3	5	5	7	38.100

Table - 5.16: Teaching Aids Used by the Teachers

A : Andhra pradesh

S. No.	Teaching aids	Type of school										Grand Total	% %		
		Primary School					Upper Primary School								
		Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total				
1	Charts & maps	6	4	1	2	13	5	4	5	3	17	3	4		
2	Kits	-	-	-	-	-	-	2	-	2	1	3	9		
3	Models	-	-	-	-	-	-	-	-	4	1	5	11		
4	Globe	-	1	-	1	3	2	-	2	7	-	1	1		
5	Natural surroundings	5	4	3	4	16	1	-	3	-	4	-	1		
6	Lesson plans	1	-	-	1	-	-	-	-	-	-	-	1		

B . Maharashtra

S. No.	Teaching aids	Government										Non-Government			
		Basic					Post Basic					Basic		Post Basic	
		Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	Total	%
1	Chart & Maps	3	4	3	2	3	6	3	4	28	80.01	4	4	3	5
2	Kits	1	1	2	2	-	1	2	3	12	34.28	1	1	2	2
3	Models	-	2	-	2	1	2	1	2	10	28.57	1	1	1	5
4	Natural surroundings	1	-	-	-	-	-	-	-	1	2.85	-	-	-	10
5	Physical edu.	-	3	-	-	3	-	1	7	20.01	-	3	-	-	4
6	Cards	-	3	1	1	1	-	-	7	20.01	2	-	1	1	8

A : Andhra Pradesh

Table - 5.17: Co-curriculum Activities of the Teachers

S. No.	Co-curriculum activity	Type of school										Grand Total	% %					
		Primary School					Upper Primary School											
		Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Vis					
1	Sports	6	-	2	1	9	4	-	1	5	1	1	-	3	17	23.28		
2	Essay writing	-	-	-	-	-	1	-	-	1	-	1	-	1	2	2.73		
3	Drawing	-	-	-	-	-	-	-	1	-	-	-	1	1	1	1.36		
4	Quiz	-	-	-	-	-	-	1	1	-	2	2	4	2	8	10	13.69	
5	Cultural activities	5	4	1	2	12	2	1	-	3	6	2	1	3	2	8	26	35.61
6	Horticulture	4	-	1	-	5	-	2	2	-	4	1	-	3	-	4	13	17.81

B : Maharashtra

S. No.	Co-Curricular activities	Government							Non-Government											
		Basic			Post Basic			Total	%	Basic			Post Basic			Total	%			
		Amu	Dhu	Gad	Amu	Dhu	Gad			Amu	Dhu	Gad	Amu	Dhu	Gad					
1	Sports	3	3	2	2	2	4	3	21	60.00	4	3	2	4	1	3	4	1	22	57.89
2	Crafts	-	1	2	2	2	-	1	6	17.14	1	-	-	-	-	-	-	1	2	5.26
3	Gardening	-	-	-	2	-	1	-	3	8.57	-	1	1	1	-	2	1	6	15.78	
4	Health education	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1	2	5.26	
5	Cultural activities	-	2	1	2	3	-	-	8	22.85	-	1	2	1	1	4	1	10	26.31	
6	NCC	-	-	-	-	-	-	-	-	-	1	-	-	-	-	1	-	2	5.26	
7	Essay writing	-	2	2	-	1	3	3	1	12	34.28	-	2	-	-	2	1	1	6	15.78

Table -5.18: Reasons Reported for Taking Teaching as Profession by the Teachers

A : Andhra pradesh

S. No.	Reasons	Type of school										Grand Total	% Total	
		Primary School			Upper Primary School			High School						
Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total
1 Interest	3	3	1	1	8	3	1	1	-	5	1	4	2	5
2 Influenced by others	-	-	-	-	-	-	-	-	-	3	-	3	-	3
3 Service motto	1	-	-	-	1	-	1	-	1	2	-	3	-	5
4 Social Status	-	3	-	-	3	2	2	-	3	7	-	3	-	7
5 Got teacher job	3	-	1	5	9	-	-	3	-	3	-	-	-	12
6 Unemployment	-	-	-	-	-	-	-	-	-	1	2	-	3	3
7 Love towards pupil	1	-	-	-	1	-	-	-	-	-	-	-	-	1
8 Eradicate illiteracy	3	1	-	4	-	1	1	-	2	1	-	-	1	7
9 No particular reason	-	-	-	-	1	-	-	1	-	1	-	1	1	2

B : Maharashtra

S. No.	Reasons	Government										Non-Government				
		Basic					Post Basic					Basic			Post Basic	
		Amra	Dhru	Gad	Tha	Ama	Dhru	Gad	Tha	Ama	Dhru	Gad	Tha	Ama	Dhru	
1 Interest	-	3	-	1	2	3	2	-	11	31.42	1	3	1	2	1	-
2 Influenced	1	1	-	-	1	-	-	3	8.57	1	1	-	-	-	-	-
3 Service motto	-	-	-	-	1	-	2	1	4	11.42	1	-	-	4	1	10
4 Forced	-	-	-	-	2	-	1	5	14.28	-	1	-	-	1	-	6
5 Social status	-	-	-	-	1	-	-	-	-	-	-	1	-	-	-	1
6 Unemployment	2	2	3	-	2	-	1	2	12	34.28	2	-	-	2	-	4

Table - 5.19: Reasons for Job Preference in Ashram Schools

A : Andhra Pradesh

S. No.	Reason	Type of school										Grand Total	% %				
		Primary School					Upper Primary School										
Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total			
1 Got job	4	2	2	4	12	1	1	3	2	7	1	1	5	2	9	28	38.36
2 Service motto	1	-	-	1	-	-	2	-	2	-	-	-	-	-	-	3	4.11
3 Develop Tribals	4	3	1	1	9	5	2	-	1	8	4	4	4	4	16	33	45.22
4 Promote Education	1	-	-	1	2	-	-	-	-	-	-	-	-	-	1	3	4.11
5 Interest	-	2	-	-	2	-	-	-	-	-	-	-	-	-	-	2	2.74
6 Unemployment	-	-	-	-	-	1	-	-	1	-	-	1	-	1	1	2	2.74
7 Tribal	1	-	-	-	1	-	-	-	-	-	-	-	-	-	1	1	1.36
8 Others	-	-	-	-	-	-	-	-	-	-	-	1	-	1	1	1	1.36
Total	11	7	3	6	27	6	4	5	3	18	5	5	11	7	28	73	100

B : Maharashtra

S. No.	Reason	Government										Non-Government							
		Basic					Post Basic					Basic					Post Basic		
		Amra	Dhu	Gad	Tha	Amra	Dhu	Gad	Tha	Amra	Dhu	Amra	Dhu	Gad	Tha	Total	%		
1 Got job	1	4	2	3	3	4	1	4	22	62.85	2	4	-	3	2	1	-		
2 Service motto	-	-	-	-	2	1	1	-	4	11.46	2	-	-	1	4	1	8	21.15	
3 Develop tribals	1	1	1	1	-	-	3	-	7	19.99	-	1	4	-	1	3	1	11	28.65
4 Interest	-	-	-	-	-	1	-	-	1	2.85	-	-	-	2	-	-	-	2	5.46
5 Secured	1	-	-	-	-	-	-	-	1	2.85	-	-	-	-	-	-	-	-	-
6 Functional	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	2.63	
Total	3	5	3	4	5	6	5	4	35	100	4	5	3	5	5	7	38	100	

A : Andhra Pradesh

Table -5.20: Opinion of Teachers on the Uses of Parent -Teachers Associations

S. No.	Uses of PTA	Type of school												Grand Total	% Total			
		Primary School				Upper Primary School				High School								
		Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total		
1	Exchange of ideas	1	-	-	-	1	-	-	-	-	-	-	-	-	1	0.73		
2	Parents see their children	1	-	-	-	1	-	-	-	-	-	-	-	-	1	0.73		
3	Not to keep at house	1	-	-	-	1	-	-	-	-	-	-	-	-	1	0.73		
4	Immediately after vacation	2	-	-	-	2	-	-	-	-	-	-	-	-	2	1.46		
5	Improves attendance	3	1	-	-	4	-	2	-	2	1	-	2	-	3	9	6.57	
6	Reduce dropouts	3	1	-	-	4	-	3	-	3	-	-	-	-	-	7	5.11	
7	Discuss problems & solutions	-	4	1	3	8	4	-	2	2	8	3	2	3	2	10	26	
8	Educate parents	-	1	-	1	1	1	2	-	4	3	1	-	2	6	11	8.03	
9	Essential	1	-	2	4	7	1	1	1	4	1	1	6	1	9	20	14.60	
10	To develop school	-	-	-	-	1	1	-	1	1	-	2	-	-	1	1	3	2.19

B · Maharashtra

S. No.	Uses of PTA	Government												Non-Government												
		Basic				Post Basic				Total				Basic				Post Basic				Total				% Total
		Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	%
1	Improves attendance	-	3	2	3	2	3	1	1	15	42.85	2	2	2	2	-	1	-	-	-	-	9	23.68			
2	problems can be discussed	3	1	2		3	5	2	-	16	45.71	3	2	1	2	3	4	4	4	1	20	52.63				
3	More practice in English & Marathi	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	1	2.63			
4	Educating parents about children's education	-	3	-	4	-	1	2	3	13	37.15	-	2	-	1	-	3	2	-	-	-	8	21.05			
5	Not necessary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	1	2.63			
6	Essential	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3	7.89		

Table - 5.21: Precautions Taken for Academic Improvement

A : Andhra pradesh

S. No.	Precaution	Type of school										Grand Total	% Total			
		Primary School					Upper Primary School									
		Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total
1	Early Admissions	1	-	-	1	-	-	-	-	-	-	-	-	1	1.36	
2	Completion of syllabi	2	-	1	-	3	-	-	-	-	-	-	-	3	4.12	
3	Liberal promotion	1	-	-	1	-	-	-	-	-	-	-	-	1	1.36	
4	Extra classes	2	-	-	1	3	-	-	2	2	1	-	2	2	10	13.70
5	Teachers - Student interaction	-	-	-	-	-	-	1	-	-	1	-	-	-	1	1.36
6	Preparation of academic plan	-	-	-	-	-	-	1	-	-	1	-	1	2	3	4.13
7	No response	7	7	2	5	21	4	2	5	1	12	4	5	8	421	73.97

B : Maharashtra

S. No.	Precaution	Government										Non-Government					Total	%	
		Basic					Post Basic					Basic							
		Anna	Dhu	Gad	Tha	Anna	Dhu	Gad	Tha	Anna	Dhu	Anna	Dhu	Gad	Tha	Anna	Total	%	
1	Supervision	-	-	2	-	-	1	-	-	3	8.57	2	-	1	-	-	2	-	5 13.15
2	Using Hindi for understanding	-	-	-	2	-	-	2	5.71	2	-	-	-	-	-	-	-	2 5.26	
3	Extra classes	2	2	4	1	3	-	4	-	16	45.71	-	-	-	2	1	4	-	18.42
4	Home work	1	-	-	-	-	-	-	-	1	2.85	-	-	-	2	1	-	2 5.26	
5	Regular tests	-	1	1	1	1	-	3	-	7	20.01	-	2	-	1	4	1	-	21.05
6	teaching in local language	-	1	-	-	-	1	-	-	2	5.71	-	1	-	-	1	2	5.26	
7	No response	-	2	-	2	-	-	-	4	11.42	-	2	2	2	2	2	-	12 31.57	

Table -5.22: Job Satisfaction Among the Teachers

A : Andhra pradesh		Type of school												Grand Total %				
		Primary School						Upper Primary School										
		Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total		
1	Satisfied	10	6	2	4	22	5	3	5	3	16	4	5	10	6	33	86.31	
2	Not satisfied	1	1	1	2	5	1	1	-	-	2	1	-	1	1	3	10	13.69
	Total	11	7	3	6	27	6	4	5	3	18	5	5	11	7	28	73	100.00

B : Maharashtra		Government												Non-Government						
		Post Basic						Basic												
		Basic	Post Basic	Total	%	Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha			
	No.	Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha			
1	Satisfied	1	5	2	4	1	6	5	4	28	80	4	5	4	5	3	5	7	38	100
2	Not Satisfied	2	-	1	-	4	-	-	7	20	-	-	-	-	-	-	-	-	-	
	Total	3	5	3	4	5	6	5	4	35	100	4	5	4	5	3	5	7	38	100

Table-5.23: Suggestions Given by the Teachers for Better Performance

S. No.	Suggestions	Government						Non-Government											
		Basic		Post Basic		Total %		Basic		Post Basic		Total %							
		Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	Total	%				
1	Timely	-	-	-	-	1	4	11.42	-	1	-	-	-	1	3	7.89			
2	Trained Teachers	-	1	-	2	1	1	5	14.28	-	-	-	-	2	2	5.26			
3	Medium & syllabus in Hindi	2	-	-	2	-	-	4	11.42	2	-	3	-	-	5	13.15			
4	Pucca Building	1	3	2	4	3	6	3	5	27	77.14	1	3	4	7	27	71.05		
5	Primary classes through fun & game	2	-	-	1	-	-	3	8.57	2	-	-	-	-	2	5.26			
6	Extra classes	1	2	1	-	1	-	6	17.14	1	1	-	-	3	2	8	21.05		
7	Sports competition material	2	4	3	3	2	4	3	24	68.57	2	4	2	3	4	6	24	63.15	
8	Vocational guidance	-	-	-	-	-	-	1	1	2.85	-	-	-	-	-	-	-		
9	More reading	-	1	-	-	-	-	1	2.85	-	-	-	-	-	-	-	-		
10	Upgrade	1	-	-	-	1	-	2	5.71	1	-	-	-	-	1	2.63			
11	Admission to non-tribals	1	-	-	-	2	-	3	8.57	1	-	-	-	-	1	2.63			
12	Schools at taluk and urban level	1	-	-	-	1	-	2	5.71	1	-	-	1	-	-	2	5.26		
13	BPEd Teacher	1	-	1	-	1	1	5	14.28	1	-	1	-	1	-	2	5.26		
14	Vehicle to School	1	-	-	1	-	-	2	5.71	1	-	-	1	4	3	7	27	71.05	
15	Separate school & Hostel	2	5	3	3	2	-	4	4	23	65.71	2	5	2	3	1	1	3	7.89
16	Regular Studies	-	3	-	-	1	-	1	5	14.28	-	-	1	2	-	1	-	3	7.89
17	Study Tours	-	-	-	1	-	-	1	1	2	5.71	-	1	-	1	2	4	9	23.68
18	Library	-	-	1	2	-	1	1	5	14.28	-	1	-	1	1	1	2	4	9

THE PARENTS AND THE COMMUNITY

The attitudes of parents and the tribal community towards ashram school education are discussed in the chapter. The role of parents and the community in promoting education among the children is also presented in the chapter. The chapter also describes how the socio-cultural factors, community leadership and community participation influence education among the tribals.

The wide disparity in educational levels not only among tribals of various districts is noticed but also among different tribal groups in the state. The Primitive Tribal Groups who are most backward and who are the bottom layer of the tribal societies are educationally backward. The literacy rate among tribal females of Andhra Pradesh is the second lowest in the country except Rajasthan according to 1981 and 1991 census reports.

Age among the head of the households

The data (table-6.1) on age wise distribution of Head of the households of school going children reveal that 81.74% in AP and 96.39% in Maharashtra are in the age group between 31 to 45 years. However maximum number of respondents 28.85% in AP belong to the age group 35-40 years and 42.35% belong to the age group 30-35 years in Maharashtra.

Levels of education among the parents (father)

Education of parents is a major contributive factor in their children's education. The data (table-6.2) on education among the school going children's fathers reveal that there is more number of first generation learners in ashram schools. Still illiterates dominate in tribal societies. Among the respondents, 62.49% in AP and 63.69% in Maharashtra are illiterates. The adult literacy programme has very low impact on tribal societies as there are very few neo-literates constituting only 3.38% in AP. Only 0.96% in AP and 2.7% in Maharashtra have collegiate level of education and the remaining respondents have primary/basic and high school/post-basic levels of education.

Levels of education among the parents (mother)

There is a popular slogan that "if mother is educated, the entire family will be educated". But in the case of tribals, it becomes very difficult to bring female literacy due to various cultural constraints. The data (table-6.3) on education among the school-going children's mother reveal that 95.19% in AP and 87.38% in Maharashtra are illiterates. There is negligible percentage of women neo-literates. Maharashtra is comparatively better than AP in the education of women.

Size of family

Family is the basic social institution, which largely influences the behaviour of the individual. The composition of family in tribal areas is largely based on economic and social factors. Child is also an economic asset in tribal communities as he/she is very industrious in economic pursuits of the family. Polygyny is permitted. Levirate and sororate are also permitted in most of the tribal societies.

The marriage patterns of tribals are also relevant in formulation of schemes for promotion of development of education among the tribal girls. The traditional beliefs and practices are causing obstacles in the way of

education of tribal youth especially girls. In tribal areas cross-cousin marriages are given top priority of matrimonial alliances. They resort to child marriages in order to strengthen further relationship between families of close relatives. These cross cousin marriages are solemnized irrespective of disparity of age of boy or girl. In such cases parents discontinue the studies of their children.

Nuclear family is the norm in most of the tribal communities in India. However, the couples have more number of children as they do not aware the importance of family planning. The data (table-6.4) indicate that there is not much variation in family size among the parents of the students studying in government and non-government schools in Maharashtra. The maximum number of families (37.73%) have 4 to 5 members followed by 34.09% have 5 to 6 members. Just less than one fourth of the families (21.36%) have more than 6 members in a family.

Types of family

It is common that nuclear families dominate in family typology among the parents of school going children (table-6.5), constituting 76.45% in AP and 66.66% in Maharashtra. Nuclear family comprises a married couple with their unmarried children. Joint families constitute 24.32% in Maharashtra and 16.35% in AP. Similarly broken families are also comparatively high (8.11%) in Maharashtra than in AP (5.28%). Sometimes, broken families and polygynous families create hindrance to children's education due to changes in old relations and other consequences in the family structure.

Occupational pattern among the parents

The major occupation of the tribals in both the states is agriculture constituting 89.42% in AP and 82.88% in Maharashtra. The other occupations include

Levels of income

The tribals depend on agriculture, agriculture and non-agriculture labour and food gathering. More (table-6.7) than 50% of the parents of school going children in AP (54.81%) and Maharashtra (52.25%) get less than Rs. 7000/- per annum. The families getting Rs. 12000 and above consist of only 16.83% in AP and 24.33% in Maharashtra.

Number of families having dropouts

The data regarding number of school dropouts among the members of the families of school going children were elicited and analyzed. Only 44.23% of the families have no dropouts and the remaining families have one to five dropouts. The data (table-6.8) reveal that 32.21% and 17.78% have one and two dropouts per family respectively. The remaining has 3 to 5 dropouts per family. Among the dropouts 42.31% were at primary level, 24.04% at upper primary level and 33.65% at high school level.

Community participation

District Primary Education Programme (DPEP) has been introduced in a phased manner to take planning of education at the district level. It has helped in district - specific planning, community mobilization and decentralized management. Another innovative scheme has been that of Lok Jumbish in Rajasthan. It has taken planning to the Block level, and every Block is divided into 5 to 6 clusters called Sankul, Each cluster of about 25 to 30 villages. The network of Lok Jumbish seems to have increased collaborative planning.

In order to introduce leadership and group dynamism among the members of the community, two village-level committees were formed. Village education committees and mothers committees were constituted to ensure community participation by directly intervening in the education of children. While the VEC is responsible for supporting the school system the mothers committee has the responsibility of managing the midday meals and ensuring regular attendance of the children.

A programme of this magnitude touching upon all the important aspects of primary education has to necessarily occur with community support. The basic aim of community participation is to bring back the community to the centre of the things so that the divergence, which has developed between the school and the society, is bridged. An environment needs to be built where the community is prepared and mobilized for strengthening the education activity. Further, it is not just sufficient to build an environment but it is equally important to sustain it on a continuous basis different strategies are proposed towards this end.

Formation of Village Education Committee

Under the project, it is envisaged that a Village Education Committee chaired by the Sarpanch, three active mother, Anganwadi and NFE instructors, Community Health Worker ANM and the School Head Masters would be formed. The school head master would be the member convenor of the committee. The Committee would be involved in various activities of the school, pre primary school and NFE centre in such a way that there is a complete integration of educational activities.

Village Education Plan

It is proposed that the school head masters, pre-primary school instructor and NFE instructor would prepare a habitation education plan which will bring out in detail about the activities proposed during that year. The complete cost of the activities proposed, the source of funding and mutual responsibilities would also be discussed in detail so that there is complete crust and transparency. The village development plan prepared by the institutions would be presented to the community. As the money which is to be spent under the project or to be spend by the Village Education Committee and the teacher together it is very crucial that they establish a good working relationship right from the beginning of the project. Towards this end joint training programmes of VEC members and teachers are proposed.

Training programmes to the VEC members

Training to be imparted to the VEC members is of paramount importance because by and large we are dealing with the illiterate people. Innovative training material with participatory exercises, role plays, focused group discussions would be developed. The aim of the training Programme is to come out with a definite agenda of action and the training would also be split into a series of modules where by discussions can go on various aspects and interventions proposed over a period of time. Emergence of the community as a key player at the end of the project would be one of the success indicators of the project. Enhanced self confidence of the community members should be reflected in various aspects, which they under take. To further improve the understanding of the VEC members about the project interventions they would be taken to areas where already strong community based organizations are working. This would give them sufficient exposure and insight into the functioning of such organizations so that similar experience could be replicated in the project area.

School Education Committee

It is proposed under the project to conduct half-yearly conference at school complex level of school education committees. This would help the members to exchange their views about the initiatives under way and to plan for further activities in view of the experience gained. This sharing of experience would increase the confidence of SEC members.

The ITDA adopted a policy to create involvement of the community to make them feel the Maabadi/GVVK School is the property of the village. One of the simple features of tribal social life is tradition of collective action in a spirit of collegiality. This explains their tradition of equal access to common resources and also a responsibility to maintain and guard them. The significant examples of collective maintenance include grazing land, water resources, hunting territories, worship places, etc.

Another important aspect in their social life is an exchange of labour among different families and voluntary help to each other. The ITDA has taken note of their community life and unity and have been exploring the ways to involve the tribals in the construction and maintenance of the school. But surprisingly, the community contribution in terms of individual help to the school, particularly, in the construction of the schoolhouse or its repair by the parents, seems to be minimal.

If the parents having school-going children do not contribute towards the construction of school, the attitude of others could be well be imagined. Normally, in a village, the Sarpanch is expected to help to construct the schoolhouse, others feel it is his their responsibility and think he gets money from government.

Expecting the community to construct the schoolhouse seemed to be a failure and a large number of schools lack school house and congenial atmosphere for learning. Similarly, the community participation in monitoring the regularity of teachers was ineffective due to strong kin group affiliation or inter-tribal prejudices, corruption, lack of awareness and political factions in the village. The administration has not geared the monitoring system to manage these schools effectively. As a result the teacher absenteeism continued to be a major problem (Sujatha, K 1996).

Education Committees with the local people at different levels starting from primary school have formed by the government to encourage people's participation in universalization of primary education. Elections were conducted to elect the executive members and other office bearers where ever unanimity was not there.

The tribals feel it is the government's responsibility to provide the school-house. Due to the welfare policy that has been adopted for tribal development, their dependency on government has increased and they feel it is the government that has to provide every thing. Although they have a strong tradition of community maintenance of common properties, due to

exogenous planning and routine implementation of developmental schemes and other welfare activities, the tribes slowly developed a dependency culture. This is more so incase of the school because the decision to establish a school or the posting and transfer of the teacher are done by the administration without the involvement of the community. Since formal education is a new phenomenon, expecting the tribals to own responsibility is little ambitious. However, through proper orientation to community and raising their awareness level the tribals can be mobilized.

Parents-Teachers Association

Parents-Teacher Associations are formed in only 4 schools in Andhra Pradesh and 6 schools in Maharashtra and the meetings are organized only in the first and last quarters of every academic year. It is informed that it is difficult to organzie meetings and the response of parents is also poor. The parents always busy with their livelihood and demand incentives for sending their children to school. Most of the teachers are not interested in organizing formal meetings with parents.

Incentives

The introduction of incentive programmes have undoubtedly contributed in drawing children to school in addition to bringing stability in their retention. This is the case with most of the States which have implemented these schemes. But it is a different issue that in spite of all possible strategies including door-to-door campaigns, the incidence of irregular attendance or drop-out could not be restrained.

The variations in the extent of utilization of incentives depend on their nature of supply and type of institution imparting primary education. The children studying in different schools get different incentives Mid-day meal is being provided in Maabadi and Girijana Vidyavikasa Kendra schools and the children studying in ashram schools get different types of incentives. The children studying primary education in any of these schools get free uniform, text books and note books.

Bringing awareness of any development intervention among the target population is prime necessity for its better implementation and success. The extent of awareness depends on levels of literacy, ignorance, location of the habitation, communication strategies, commitment and the mechanism followed by the implementing agency.

The quantity of incentives being provided to the tribals are standardized and prescribed as it has financial implications. But the target group expects more than the prescribed quantity of incentives. The data related to quality of incentives being provided were gathered from the tribal parents. The data reveal that 90.6% of the parents expressed satisfaction in supply of text books where as only 10.4% of the parents expressed satisfaction in supply of free rice. Here, the government thought that the tribal child is an economic asset and to compensate his earnings, the quantity of rice was fixed. But the requirement of rice for a family depends on family size and every parent expects more rice for his entire family under the scheme. Most of the parents admit their children to avail the benefit of getting free rice. However, it is observed that some of the parents avail the incentive of getting free rice and not sending their children regularly and leading to poor educational performance of the child. The extent of satisfaction differs based on quantity, quality, nature and supply of incentive. Due to lack of proper mechanism in distribution of incentives and consequently pilferage at different levels and parents aspirations for increased quality of incentives, most of the parents have expressed dissatisfaction.

Though the government takes all precautions in prescribing quality of incentives some of the target group members are not satisfied due to financial limitations and lapses in its implementation. More than 95% of the parents satisfied with the quality and mid-day meal scheme. However, 36.1% and 33.3% of the parents expressed dissatisfaction with the quality of clothing and hostel facilities respectively.

The incentives are to be supplied in time for the success of intended objectives of the scheme. Due to some administrative lapses the implementing agencies are not able to provide the material in time and which leads to misuse of material. For example, the improper supply of soaps, hair oil and unstitched cloth at the end of academic year, are being used by the parents and other family members instead of school going children. The study reveals that 57.9% and 46.4% of the parents informed that free clothing and free rice are not supplied in time.

The parents of school going children expressed to have more facilities and incentives for sending their children to school. 45.31% of the parents informed to have hostel facility for their school going children. More economic support / scholarships are to be extended to 33.74% of the parents. 7.48% of the parents need accessibility of schools as their habitations are scattered at far away places. 3.75% and 5.93% of the parents express regularity of teachers and free clothing. The remaining parents require free rice, separate school for girls and free medical facilities for sending their children to school.

Though several incentives are being provided for the education of tribal children, some of the parents are not sending their children to schools. 25.9% of the parents have not given any response regarding reasons for not sending their children to school even though, various incentives are being provided. Poor economic conditions make 22.5% of the parents not to send their children to school and 10.9% of the parents use their children to work in the fields. Some of the parents do not motivate or force their children to go to school and 12.2% of the parents expressed that their children are not interested in school education. 8.20% and 6.8% of the parents expressed that they are not sending their children to school due to insufficient and irregular supply of incentives respectively. The remaining parents informed reasons like ill health of children, irregular functioning of school, inaccessibility, overage and nomadic way of life for not sending their children to school regularly.

Lack of proper awareness among the tribal parents leads to misuse in distribution of incentives to parents and children. Further, it also increases financial burden on the tribal parents and which leads to poor enrollment, absenteeism, wastage and decreasing quality of education. Inspite of, the government spent huge amount on incentives the intended target group is not able to receive the benefits out of it. Due to poor implementation of incentives, some of the parents feel that educating tribal children becomes financial burden on both Government as well as parents. To bring awareness about the intended incentives among the tribal parents better communicative strategies are to be pursued by the implementing agencies. Besides, an Incentive Monitoring Committee (IMC) consisting of both officials and non-officials including parents at different levels are to be formed for effective implementation.

Table - 6.1: Age among the Head of the Households of Ashram School Going Children

A : Andhra Pradesh

S. No.	Age group (in years)	Type of school										Grand Total	% Total					
		Primary School					Upper Primary School											
Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total				
1	< - 30	2	2	-	4	2	-	-	2	-	-	-	-	6	2.88			
2	31 - 35	6	7	5	3	21	5	4	2	3	14	2	5	2	16	51	24.52	
3	36 - 40	7	8	4	9	28	2	4	5	1	12	6	5	2	7	20	60	28.85
4	41 - 45	6	2	8	5	21	3	2	1	7	13	10	6	6	3	25	59	28.37
5	46 - 50	2	-	6	2	10	1	1	4	-	6	-	-	1	5	6	22	10.57
6	51 - 55	-	1	-	1	1	1	-	1	3	-	-	1	2	3	7	3.37	
7	56 - >	1	-	1	1	3	-	-	-	-	-	-	-	-	-	3	1.44	
	Total	24	20	24	20	88	14	12	12	50	18	18	15	19	70	208	100	

B. Maharashtra

S. No.	Age group (in years)	Government										Non-Government								
		Basic					Post Basic					Basic								
		Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	Ama	Dhu	Ama	Dhu	Gad	Tha					
1	< - 30	1	-	2	3	1	1	1	2	11	10.09	-	-	-	1	1	-	2	1.81	
2	31 - 35	4	3	6	6	4	6	7	9	45	41.29	5	6	8	5	47	42.35			
3	36 - 40	4	4	2	-	8	8	7	2	35	32.11	5	2	4	9	7	5	40	36.03	
4	41 - 45	-	2	-	-	4	-	3	2	11	10.09	-	2	-	1	4	3	7	20	18.01
5	46 - 50	-	-	-	-	1	1	-	2	4	3.68	-	-	-	1	-	-	-	2	1.80
6	51 - 55	-	-	-	-	1	-	1	2	1.83	-	-	-	-	-	-	-	-	-	-
7	56 - >	-	-	1	-	-	-	1	0.91	-	-	-	-	-	-	-	-	-	-	-
	Total	9	9	10	10	18	17	18	18	109	100	10	10	18	17	18	111	100		

Table - 6.2: Levels of Education among the Parents (Father) of Ashram School going Children

A : Andhra Pradesh

S. No.	Levels of education	Primary School										Upper Primary School						Type of school					
		Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Grand Total	% Total
1	Illiterate	15	16	19	13	63	10	9	8	6	33	9	9	7	34	130	62.49	-	-	-	-	7	3.38
2	Neoliterate	7	-	-	-	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	44	21.17
3	Primary	2	3	4	5	14	2	1	3	3	9	6	7	4	4	21	1	3	7	13	13	6.24	
4	6th - 7th	-	1	-	-	1	1	1	1	2	5	2	1	1	1	1	4	7	12	12	5.76		
5	8th - 10th	-	-	1	2	3	-	1	-	1	2	1	1	1	1	1	4	7	12	12	5.76		
6	Intermediate	-	-	-	-	1	-	-	-	1	-	-	1	-	-	1	1	1	1	1	2	0.96	
	Total	24	20	24	20	88	14	12	12	12	50	18	18	15	19	70	208	100					

B : Maharashtra

S. No.	Levels of education	Government										Non-Government										Total	%
		Basic				Post Basic				Total		% Total		Basic				Post Basic					
Amra	Dhu	Gad	Tha	Amra	Dhu	Gad	Tha	Amra	Dhu	Gad	Tha	Amra	Dhu	Gad	Tha	Amra	Dhu	Gad	Tha	Amra	Dhu	Tha	
1	Illiterate	2	6	7	8	9	7	10	11	60	55.04	5	9	7	7	8	14	10	11	71	63.96		
2	Primary	5	-	3	1	7	4	6	4	30	27.53	2	-	2	3	4	3	4	5	23	20.72		
3	6th - 7th	1	-	-	-	2	-	1	4	3.67	1	1	-	-	2	-	2	1	1	7	6.31		
4	8th - 10th	1	2	-	1	2	2	2	1	11	10.09	2	-	-	2	-	2	1	1	7	6.31		
5	Intermediate	-	1	-	-	2	-	1	4	3.67	-	1	-	2	-	-	-	-	-	3	2.70		
	Total	9	9	10	10	18	17	18	18	109	100	10	10	18	17	18	18	111	100				

Table -6.3: Levels of Education among the Parents (Mother) of Ashram School Going Children

A : Andhra Pradesh

S. No.	Levels of education	Primary School										Type of school								% Total	
		Upper Primary School					High School														
		Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha	Vis		
1	Illiterate	23	20	24	18	85	13	12	12	49	17	15	15	17	64	198	95	19			
2	Neoliterate	-	-	-	-	1	-	-	1	-	-	-	1	1	1	2	0.96				
3	Primary	1	-	-	2	3	-	-	-	-	1	3	-	1	5	8	3.85				
	Total	24	20	24	20	88	14	12	12	50	18	18	15	19	70	208	100				

B : Maharashtra

S. No.	Levels of education	Government										Non-Government										% Total
		Basic					Post Basic					Basic					Post Basic					
		Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	Ama	Dhu	Gad		
1	Illiterate	8	7	8	10	15	14	17	18	97	88.99	9	10	9	9	13	17	13	17	97	87.38	
2	Primary	-	1	2	-	3	1	1	-	8	7.33	1	-	1	1	4	-	4	-	11	9.91	
3	6th - 7th	-	1	-	-	1	-	-	2	1.84	-	-	-	1	-	1	1	1	3	2.71		
4	8th - 10th	1	-	-	-	1	-	-	2	1.84	-	-	-	-	-	-	-	-	-	-		
	Total	9	9	10	10	18	17	18	18	109	100	10	10	18	17	18	18	111	100			

Table -6.3: Levels of Education among the Parents (Mother) of Ashram School Going Children

A : Andhra Pradesh

S. No.	Levels of education	Primary School										Type of school						% Total
		Upper Primary School					High School											
		Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total		
1	Illiterate	23	20	24	18	85	13	12	12	49	17	15	15	17	64	198	95.19	
2	Neoliterate	-	-	-	-	1	-	-	-	1	-	-	-	1	1	1	2	0.96
3	Primary	1	-	-	2	3	-	-	-	-	1	3	-	1	5	8	3.85	
	Total	24	20	24	20	88	14	12	12	50	18	18	15	19	70	208	100	

B : Maharashtra

S. No.	Levels of education	Government										Non-Government						Total	%		
		Post Basic					Basic					Post Basic									
		Amra	Dhu	Gad	Tha	Amra	Dhu	Gad	Tha	Amra	Dhu	Amra	Dhu	Gad	Tha	Amra	Dhu				
1	Illiterate	8	7	8	10	15	14	17	18	97	88.99	9	10	9	13	17	13	97	87.38		
2	Primary	-	1	2	-	3	1	1	-	8	7.33	1	-	1	1	4	-	4	-		
3	6th - 7th	-	1	-	-	-	1	-	-	2	1.84	-	-	-	1	-	1	1	2.71		
4	8th - 10th	1	-	-	-	-	1	-	-	2	1.84	-	-	-	-	-	-	-	-		
	Total	9	9	10	10	18	17	18	18	109	100	10	10	18	17	18	18	111	100		

A : Andhra Pradesh

Table -6.4: Size of Family Among the Parents of Ashram School Going Children

S. No.	Size of family	Type of school										Grand Total	% Total	
		Primary School					Upper Primary School							
Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total
1	2 - 3	-	2	2	4	2	1	-	3	-	3	-	2	5
2	4 - 5	9	12	11	6	38	3	5	17	6	8	9	4	27
3	6 - 7	10	8	10	8	36	6	5	22	6	5	5	7	23
4	8 - 9	3	-	1	3	7	2	1	3	7	2	-	1	4
5	10 - 11	2	-	1	3	1	-	-	1	3	2	-	1	6
6	12 - >	-	-	-	-	-	-	-	-	1	-	-	1	2
	Total	24	20	24	20	88	14	12	12	50	18	15	19	208
														100

B : Maharashtra

S. No.	Size of family	Government										Non-Government			
		Post Basic					Basic					Post Basic		Basic	
Ans	Dhu	Gad	Tha	Ans	Dhu	Gad	Tha	Ans	Dhu	Gad	Tha	Ans	Dhu	Ans	Dhu
1	2 - 3	-	-	1	-	1	3	1	6	5.50	-	1	-	3	1
2	4 - 5	3	3	3	5	2	8	6	12	42	38.53	3	1	3	5
3	6 - 7	-	3	6	3	11	5	7	5	40	36.69	3	6	5	4
4	8 - 9	3	1	1	1	2	2	-	11	10.09	4	-	1	2	6
5	10 - 11	3	2	-	-	2	-	-	7	6.45	-	1	-	3	5
6	12 - >	-	-	-	2	1	-	-	3	2.74	-	2	-	2	-
	Total	9	9	10	10	18	17	18	18	109	100	10	10	18	18
														111	100

Table -6.5: Types of Family Among the Parents of School Going Children

A : Andhra Pradesh										B : Maharashtra											
S. No.	Type of family	Primary School										Type of school									
		Upper Primary School					High School					Post Basic					Basic				
S. No.	Type of family	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total
1	Nuclear	16	19	19	17	71	9	10	7	9	35	12	15	13	13	53	159	76.45	Grand Total	%	
2	Joint	3	1	3	2	9	2	-	5	3	10	5	2	2	6	15	34	16.35			
3	Broken	1	-	2	1	4	3	2	-	5	1	1	-	-	-	2	11	5.28			
4	Polygynous	4	-	-	-	4	-	-	-	-	-	-	-	-	-	-	4	1.92			
	Total	24	20	24	20	88	14	12	12	12	50	18	18	15	19	70	208	100			
Non-Government																					
S. No.	Type of family	Government										Non-Government									
		Post Basic					Basic					Post Basic					Basic				
S. No.	Type of family	Adi	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	Adi	Dhu	Tha	Ama	Dhu	Gad	Tha	Adi	Kha	Vis	War	Total
1	Nuclear	4	6	9	9	13	13	12	15	81	74.32	7	7	9	10	12	13	9	74	66.66	
2	Joint	5	3	1	-	5	2	4	2	22	20.18	3	2	2	-	6	5	2	7	27	24.32
3	Broken	-	-	-	1	-	2	1	6	5.50	-	1	1	1	2	-	2	2	9	8.11	
4	Polygynous	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	0.91	
	Total	9	10	10	18	17	18	18	109	100	10	10	18	17	18	18	111	100			

A : Andhra Pradesh

Table -6.6: Occupational Pattern among the Parents of Ashram School Going Children.

S. No.	Occupation	Type of school												Grand Total	%		
		Primary School				Upper Primary School				High School							
		Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	
1	Agriculture	23	15	22	18	78	13	12	12	11	48	14	17	13	16	60	
2	Wage labour	-	-	1	-	1	-	-	-	-	3	1	-	1	5	6	
3	Podu	-	5	-	-	5	-	-	-	-	-	-	-	-	-	5	
4	Carpenter	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2.41	
5	Petty business	1	-	-	-	1	-	-	-	-	-	-	1	-	1	0.48	
6	Govt. Service	-	-	1	-	1	1	-	-	1	2	-	-	1	1	0.96	
7	Cook	-	-	-	-	-	-	-	-	1	-	-	-	1	1	1.93	
8	Post Master	-	-	1	1	-	-	-	-	1	-	-	-	-	1	0.48	
9	Teacher	-	-	1	1	-	-	-	-	-	-	-	-	-	1	0.48	
	Total	24	20	24	20	88	14	12	12	12	50	18	18	15	19	70	
	B: Maharashtra															208	
																100	
S. No.	Occupation	Government												Non-Government			
		Basic				Post Basic				Basic				Post Basic			
		Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	Ama	Dhu	Gad	Tha	Ama	Dhu	Tha	
1	Agriculture	9	5	10	6	17	14	13	13	87	79.82	9	10	10	3	15	16
2	Wage labour	-	2	-	2	-	1	2	2	9	8.26	1	-	-	7	-	1
3	Govt. service	-	1	-	-	1	2	-	4	3.67	-	-	-	-	-	-	3
4	Clerk / Peon	-	-	-	1	-	1	-	2	1.84	-	-	-	1	1	-	1
5	Driver/conductor	-	-	-	1	-	1	-	1	3	2.77	-	-	-	-	-	2
6	Military	-	-	-	-	1	-	-	1	0.91	-	-	-	-	-	-	1.80
7	Teacher	-	-	-	-	-	-	-	1	1	0.91	-	-	-	-	-	1
8	Tailor	-	-	-	-	-	-	-	1	1	0.91	-	-	-	-	-	1
9	Activist	-	1	-	-	-	-	-	1	0.91	-	-	-	-	-	-	1
	Total	9	9	10	10	18	17	18	18	109	100	10	10	10	18	18	111
																	100

Table -6.7: Levels of Income among the Parents of Ashram School Going Children

A: Andhra Pradesh

S. No.	Income per annum (in rupees)	Type of school												Grand Total	% Total			
		Primary School						Upper Primary School										
		Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total		
1	< - 5000	6	15	6	2	29	4	2	5	-	11	2	3	-	1	6	46	22.11
2	6000 - 7000	13	5	9	3	30	3	5	4	1	13	12	3	8	2	25	68	32.69
3	8000 - 9000	3	-	3	1	7	1	-	1	4	6	2	1	2	2	7	20	9.63
4	10000 - 11000	-	-	5	5	10	4	-	2	5	11	-	6	5	7	18	39	18.75
5	12000 - 13000	-	-	-	-	-	-	1	-	1	2	1	-	-	3	4	6	2.89
6	14000 - 15000	2	-	-	6	8	1	2	-	-	3	1	2	-	2	5	16	7.69
7	16000 - >	-	-	1	3	4	1	2	-	1	4	-	3	-	2	5	13	6.24
	Total	24	20	24	20	88	14	12	12	50	18	18	15	19	70	208	100	

B: Maharashtra

S. No.	Income per annum (in rupees)	Government												Non-Government					
		Basic				Post Basic				Basic				Post Basic				Total	%
		Amu	Dhu	Gad	Tha	Amu	Dhu	Gad	Tha	Amu	Dhu	Gad	Tha	Amu	Dhu	Gad	Tha		
1	< - 5000	5	3	2	6	7	6	6	8	43	39.46	3	8	4	6	2	1	2	28 25.23
2	6000 - 7000	2	4	5	2	3	8	5	7	36	33.02	3	2	3	2	6	7	4	30 27.02
3	8000 - 9000	-	-	2	1	-	-	2	1	6	5.51	-	-	2	-	5	3	3	16 14.42
4	10000 - 11000	1	-	-	2	1	-	2	1	-	4	3.66	-	-	1	-	4	1	10 9.00
5	12000 - 13000	-	1	1	1	1	-	1	1	6	5.51	1	-	-	1	-	-	1	3 2.71
6	14000 - 15000	1	-	-	2	-	3	-	6	5.51	-	-	-	-	-	3	2	2	7 6.31
7	16000 - >	-	1	-	3	1	2	1	8	7.33	3	-	-	1	4	3	4	2	17 15.31
	Total	9	9	10	10	18	17	18	18	109	100	10	10	18	17	18	18	111	100

A : Andhra Pradesh

Table -6.8: Number of Families Having Dropouts in Andhra Pradesh

S. No.	No. of Dropouts	Type of school										Grand Total	% Total
		Primary School					High School						
		Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total		
1	No Dropouts	12	13	15	10	50	7	8	3	4	22	5	44.23
2	One Dropout	8	7	7	3	25	3	3	3	5	14	6	32.21
3	Two Dropouts	4	-	2	3	9	4	-	5	3	12	7	17.78
4	Three Dropouts	-	-	-	2	2	-	1	1	-	2	-	3.85
5	Four Dropouts	-	-	-	1	1	-	-	-	-	-	-	1.45
6	Five Dropouts	-	-	-	1	1	-	-	-	-	-	-	0.48
	Total	24	20	24	20	88	14	12	12	50	18	18	208

STUDENTS IN ASHRAM SCHOOL

The enrolment, age, sex and ethnic composition of the students, distance between school and native place, opinion of students on accommodation, place of stay, medical aid, teaching aids, gardening, study tours, library facilities, games and sports, vocational training, home work and study hours are discussed in the chapter. The educational performance among the tribal students is also discussed in the chapter.

Admissions

There is no uniformity in the admission policy regarding admitting only tribals or both tribals and non-tribals. Out of 16 schools in each state one school in Andhra Pradesh and 10 schools in Maharashtra admit both tribals and non-tribals. However, the percentages of students belonging to non-tribals are very few as very few non-tribal families reside in the school area and they have no alternative source of school education (including children of non-tribal teachers).

Most of the schools have students not in full sanctioned capacity. The enrolment of students in seven schools of Andhra Pradesh and the total sample schools of Maharashtra is not in full sanctioned capacity of intake of students. This may be due to availability of other sources of school education and lack of awareness among the tribals regarding education of their children.

Among the selected 16 ashram schools in Andhra Pradesh 8 schools are primary, 4 schools are upper primary and the remaining 4 schools are secondary schools. There are 3759 students consisting of 2380 boys and 1379 girls studying in the selected 16 ashram schools. The sex ratio among the students is around 2:1. There are 287 boys and 175 girls as dropouts in the schools. The data reveal that the enrolment of girl children among the tribals is not encourage as they have more domestic responsibilities than boys and the parents are not interested in their education.

Enrolment

The data relating to enrolment reveal that there are 1868 boys and 681 girls constituting around 3:1 ratio in NGO schools and 1628 boys and 922 girls constituting around 2:1 ratio in government schools. The decrease in the enrolment of girls in NGO schools may be due to poor accommodation and infrastructural facilities. Though the total number of students is same in both the categories of schools, there is some variation in the distribution of numerical strength in different classes.

The enrolment of students according to gender and class (table-7.1) reveals that there are 3,759 students constituting 2,380 boys and 1,379 girls in the ashram schools under study in Andhra Pradesh. Similarly, the study covers 1868 boys and 681 girls with a total of 2,549 students, in NGO schools under study in Maharashtra. The Govt. schools in Maharashtra have 2,550 students constituting 1628 boys and 922 girls. The sex ratio among the students consists of 2:1 in Andhra Pradesh 3:1 in

NGO schools and 2:1 in Govt. schools of Maharashtra. The sex ratio between the boys and girls is less in NGO schools than in Govt. schools. The increase of class and decrease in enrollment are positively correlated.

Age, sex and class of the students

The distribution of students according to age, class and sex clearly reveal that some of the children with over age are admitted in ashram schools. It is reported that some of the interior schools have bogus enrolment to get benefit from the charges paid to the boarder by the Government. The normal age for the fourth class is 9 + years. However, (table-7.2) out of 32 students, 27 students are over aged ranging from 10 to 14 years. Similar situation also exists in Maharashtra. It is observed that boys aged 18 and 19 years studying in tenth class. Over age among the girls is less in number than boys. The students with under aged is also common but rare. The over age is mostly due to late entry in to education; stagnation and introduction of new programmes like 'Back to School' etc. As the girls marry at early age, the over aged girls in higher classes are very few. Some times the over aged girls in higher classes face sexual harassment and early marriage. Due to lack of awareness among the parents, they admit their children late at age. Sometimes, the over aged children dominate and threat the younger children in school.

Ethnic composition

Out of 33 tribal groups in Andhra Pradesh the study covers 18 tribal groups distributed in the selected 4 districts. The data (table-7.3) reveal that the largest number of students (37.19%) belong to Koya followed by Gond (16.93%), Hill Reddi (9.19%), Konda Dora, Bhagata (6.76%) and other groups. Mostly, the number of students in different groups and their levels of literacy indicate the size of population of different tribal groups. The small communities like Nukadora, Kotia, Thoti and Andh constitute one student from each group. The study includes 4 primitive tribal groups

(PTGs) such as Gadaba, Porja, Kolam and Pardhan. Only Koya students are distributed in more than one district such as Khammam and Warangal.

There are 47 tribal groups in Maharashtra and out of which the study covers 17 tribal groups including 2 primitive tribal groups. A maximum number of students (18.75%) belong to Bhil community followed by Korku (17.4%), Madia (12.95%), Gond (8.92%), Korku (7.16%) and other communities. Mostly the size of population of various tribal groups and the extent of literacy indicate the number of students from each community. Minimum number of students are from Halbi (0.44%) Gond, Gowar (0.89%), Oraon (1.34%) and Whorkoli (1.34%) communities.

The government has prescribed admission capacity for each school depending on its infrastructure and neighbouring population. However, about half of the schools have enrolment than their respective intake capacity due to irregular distribution of schools and absence of pre-primary and primary schools. Regarding teacher-student ratio, there are 122 teachers working in 16 ashram schools, which have 3759 students, consisting of 1: 31. However, among the 16 schools the maximum teacher-student ratio is 1: 64 and the minimum teacher-student ratio is 1: 16 and this wide range of ratio shows the unequal distribution provision of teachers indifferent schools.

Distance between school and native place

The children studying in ashram schools belong to different tribal communities and villages. The distance between the school and students' native village varies between less than 1 km to 21 kms. Among the students 17.39% in Andhra Pradesh and 8.04% in Maharashtra belong to the same village where the school is located. The data reveal that 39.13% of the students in Andhra Pradesh and 33.93% in Maharashtra belong to the villages located at a distance of 1 to 6 kms. The students who came

from maximum distance of more than 21 kms constitute 13.04% in Andhra Pradesh and 29.02% in Maharashtra and the native places of the remaining students ranges between 7 to 20 kms.

If the distance between the school and the native place increases, the absenteeism also increases. The distance is more in the case of high /post basic schools as they are located at taluk/ mandal head quarters and more population concentrated and roadside areas. When the child visits the village on vacation or personal reasons, he/she may continue for few more days if the school is not accessible easily due to long distance, lack of transport facility and financial problems.

Accommodation

Every ashram school provides accommodation to every student. However, in few cases, where accommodation is insufficient or children are too young, the boarders left the school after having dinner to their home or relative's home. Generally, the authorities serve food early in tribal areas either employees to leave early or the boarders to leave early to their home. The data reveal that 78.74% of the boarders in Andhra Pradesh and 90.63% in Maharashtra stay in ashram schools during nights. The remaining boarders stay in their home or relative's home during nights if the house is accessible in distance.

Due to absence of teaching and non-teaching staff during nights in some of the hostels, no body looks after the children in the hostels. Some times the elder children dominate and occupy convenient places and take bedding material from the others. Hence, a few boarders sleep in their house or relatives' house if they are located in the same village. Due to insufficient space and inputs, a few children leave the hostels and sleep in their house during nights. Nobody looks after in making the students to read during non-school hours and this leads to poor achievement levels among the students.

Place of stay

The expected stay of students in ashram schools is the hostel. The data (table-7.4) reveal that 90.63% of the students in Maharashtra and 78.74% of the students in Andhra Pradesh stay in the hostel attached to ashram schools. The remaining boarders do not stay in the hostels during night time as they belong to the same village where the school is located or the relatives of the students stay in the same village. They leave the hostel after having dinner and again they come back in the morning before breakfast. Some of the students stay in their house or relative's house due to various problems such as ill health, feeling inconvenience in the hostel, lack of proper facilities and proper care by the hostel warden.

Opinion of students on accommodation

The tribals live in small huts and they can adjust to any type of accommodation. The tribal child does not prefer comforts like non-tribal counterpart. The opinion of students on the quality of accommodation available in ashram schools is elicited and the data (table-7.5) reveal that about 65% of the students in both the States expressed satisfaction. Very few students opined to have separate hostels for boys and girls. About 35% of the students have not satisfied, as they are over crowded with more number of boarders.

Medical aid

Every ashram school must have first aid kit for the school children. It is observed that skin diseases, stomach disorders, and diarrhea and fever (mostly, malaria) affect school children. The Head Master / Warden refer them either to a nearby Primary Health Centre or send them to their home. In some of the ashram schools there is no separate accommodation for sleeping and they use classrooms for both the purposes. In such cases, it is difficult to sick children to take rest/sleep due to lack of separate space. The data (table-7.6) reveal that 77.29% of the students in Andhra Pradesh and 82.14% in Maharashtra prefer PHC for medical treatment

whenever they feel medically ill in ashram school. Very few children prefer (table-7.7) to go to home for treatment and others prefer private doctors for medical treatment.

Teaching aids

Teaching aids are very useful in the process of learning and catching the young minds. The teaching aids like black board, charts, maps, globe and different kinds of models, science kit, maths kit and sports material are provided under different schemes such as OBB, DPEP and other State and Central schemes. However, their maintenance and proper utilization is the responsibility of the concerned teaching staff. The data (table-7.8) reveal that 98.56% of the students in Andhra Pradesh and 100% in Maharashtra have black boards. Similarly, 79.71% in Andhra Pradesh and 99.56% in Maharashtra have charts and maps. Only 26.09% and 16.66% in Andhra Pradesh and 20.98% in Maharashtra have science and maths kits respectively.

The information regarding availability of teaching aids was gathered from the school students and it shows the percentage of students having teaching aids like black board, charts/maps and globe are more in Maharashtra than in Andhra Pradesh. However, the percentage of students having teaching aids like models, science kit and maths kit are more in Andhra Pradesh than in Maharashtra. Most of the high schools have models, science kit and maths kit. The teaching aids are supplied under various schemes like Operation Black Board (OBB), District Primary Education Programme (DPEP) etc.

Due to lack of knowledge in using teaching aids, most of the teachers have no interest in maintaining and using them properly. The training inputs in using teaching aids are not being provided properly by the training institutions located in tribal areas.

Library facilities

The grants are provided for library facilities under various schemes like OBB, DPEP and other state and central schemes. But purchase of books and maintenance of libraries is the responsibility of the concerned officials and teachers / Head masters. The data (table-7.9) reveal than 71.01% of the students in Andhra Pradesh and 65.63% of the students in Maharashtra have no library facility and the remaining students have library in school office room. The students need separate room for library as a facility to spend their leisure time and to improve their knowledge. In the case of Maharashtra, only 21.43% of the students in NGO schools have library facility as against 47.32% of the students in Govt. schools and this shows that NGOs are not providing library facilities though they get grants from the Govt. for the purpose.

Games and sports

Extra curricular activities like sports and games are compulsory to every student in any institution. The Government has to provide material for sports and games under different schemes like OBB, DPEP, etc., But the proper utilization of the these material depends on the head of the institution and the teachers. The data (table-7.10) reveal that most of the students in schools still play traditional games and they need material for sports and games.

Study tours

Study tours provide good exposure and practical thinking to school children. Every school should arrange study tours as a part of academic development. As the tribal children are mostly isolated, they need such study tours. The data (table-7.11) reveal that more than 80% of the students in both the States have no study tours. Similarly, picnics also provide some interaction, exposure and personality development. Most of the teachers are not taking interest in arranging study tours/picnics as it involves responsibility, risk, and financial implications. The data show that 76% of the students in Andhra Pradesh and 71.88% in Maharashtra have not experienced such picnics.

Study tours and picnics provide lot of exposure to the students. They also create leadership qualities, personality development, inter-intra group interaction, practical thinking and scientific vigour among the students. The tribal students need such study tours and picnics as mostly they are isolated and lack of exposure. Only 23.19% of the students in Andhra Pradesh and 28.13% of the students in Maharashtra have informed that their teachers have organized picnics for the students (table-7.12). The remaining students have no picnic programmes as their teachers lack interest and feel difficulty and risk in organizing picnics.

Gardening

Among the extra-curricular activities gardening is most important in the present days of ecological deterioration. It is very much necessary for the tribal children to inculcate knowledge about the importance of growing trees. Most of the schools in Maharashtra have no interest in development of school garden and making students to participate in gardening. Among the students (table-7.13), 33.35% in Andhra Pradesh and 74.55% in Maharashtra have no gardening as an extra-curricular activity. Though the remaining students have gardening, it is not a regular activity. Mostly teachers lack interest as they leave as soon as the school working hours is over.

Gardening is also one of the interesting aspect for tribal children and they should know the importance of growing plants. Every school in tribal areas should encourage students in growing plants in present ecological deterioration. It is observed that 8 schools in Andhra Pradesh and 6 schools in Maharashtra have regular gardening by the students. Horticulture implements are available in only 6 schools in Andhra Pradesh. A few schools grow vegetables and use the yield in their hostels.

Unit tests

The periodical unit tests are conducted regularly in only 4 out of 16 schools in Andhra Pradesh and in all the schools in Maharashtra. However, the remaining schools in Andhra Pradesh conduct unit tests not regularly and not in all subjects. The test papers are valued in only 12

schools in Andhra Pradesh and in all the schools in Maharashtra. However, progress reports are prepared and issued to students for the notice and signature of their parents in only 5 schools in Andhra Pradesh and all the schools in Maharashtra. This indicates that there is no proper supervision by the higher officials in conducting unit tests and sending progress reports to parents regularly.

Student Committees

Student Committees are functioning in 8 schools in Andhra Pradesh and 9 schools in Maharashtra to perform various activities of school. Similarly, various duties shall be assigned to teachers for better performance of the school. The teacher in 7 schools of Andhra Pradesh and 12 schools in Maharashtra have duties on various activities like student discipline, academic activities, sports etc. But the teachers in 4 schools in Andhra Pradesh and 11 schools in Maharashtra discharge their duties regularly.

It is interesting to note that the informal groups among the students are formed based on ethnic affiliation and it is observed in 6 schools of Andhra Pradesh and 7 schools in Maharashtra. In some of the schools, the elder pupils and pupils in higher classes dictate terms and harass younger pupils in lower class as there is no proper supervision by the hostel authorities during non-school hours. The elder children leave the hostels and attend video centres during nights.

Vocational training

Providing vocational training is one of the major objectives of ashram school education. However, no school is providing vocational training except the ashram school in Amaravathi district of Maharashtra (table-7.14).

Home work

Homework is a part of co-curricular activity to make the student to study at home. The teachers in 23.67% of the schools in Andhra Pradesh and 17.40% of the schools in Maharashtra are not giving home work to the students (table-7.15). The frequency of homework increases from primary to high school and similarly basic to post basic classes. The

number of teachers giving homework daily is more in Maharashtra than Andhra Pradesh. Some of the teachers give homework once or twice in a week or after the completion of the lesson.

Study hours

The provision of study hours is possible when the hostels are attached to school (ashram school). But the warden/teacher has to feel responsibility of making students to study during the specified hours. As it is not possible to study at house, the teachers/warden can provide environment to make the students to study in hostels. The data (table-7.16) reveal that the students in Maharashtra are made to study during morning and nights and leave them to play in the evening. But in the case of Andhra Pradesh the students are made to study during evening and night. Very few students (44.44%) informed that they spend time in the morning for study usually due to lack of proper infrastructure and late sleep in night the students wake up late and get ready before school hours.

Ways of spending vacations

The data (table-7.17) on ways of spending vacation by the ashram school children are elicited through interview schedule. The data reveal that most of the students accompany their parents in various economic pursuits. More than 70% of the students accompany their parents in economic pursuits and particularly in agriculture labour. The other ways of spending time during vacation consist of playing, cattle rearing, daily labour, agriculture labour and reading and writing.

Student achievement

In order to understand whether the location or the management is the dominant determining factor of the achievement level, an analysis is made by Sujatha (1998), taking both the Mandal and other types of schools together. Very surprisingly, the achievement means of community schools and other management schools vary significantly in different

Mandals, this means that neither the location nor the type of school really determine the achievement levels of the students. For instance, in the community schools, which have the lowest aggregate, the mean score varies largely in their achievement levels in different locations. Similarly, other formal schools have different levels of achievement in different locations.

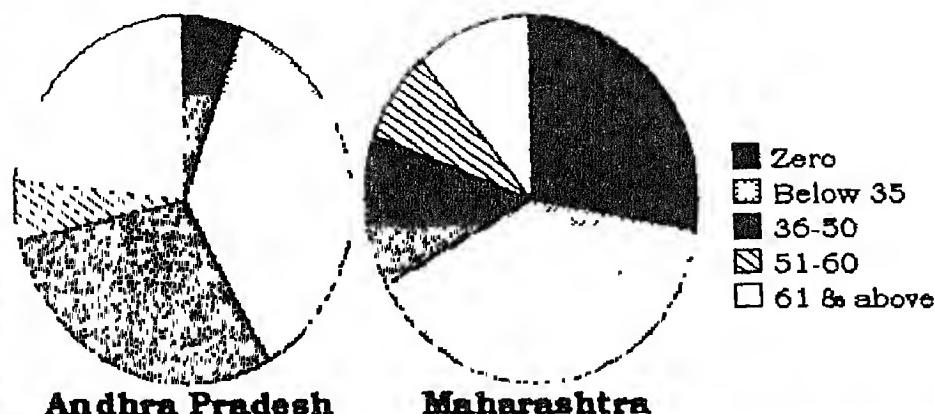
As the location, management type and tribe are not the deciding factors for achievement scores, further examination is required of the levels of achievement by considering the school as a unit. This would give a better understanding of the factors that facilitate or affect the achievement of children. Each school is unique and has its own distinctive methods in terms of the process of educational activities, extent of activities, and their utilization. The teacher variation and school-level factor have been found to be more significant than the type of management location and group variable (Varghese, 1994) when a wide gap in the performance level of children in different schools has been observed.

While pointing out the disappointing picture, credit should be given to various innovative efforts being made to deal with the ever - eluding problem of educating the growing populations. Such efforts have been quite innovative and serious in recent years. Management of education of such a large population is not easy, and fortunately more recently the Governments have realized that blue-print solutions are not the answers. Different approaches are needed to deal with the problems of the diverse populations.

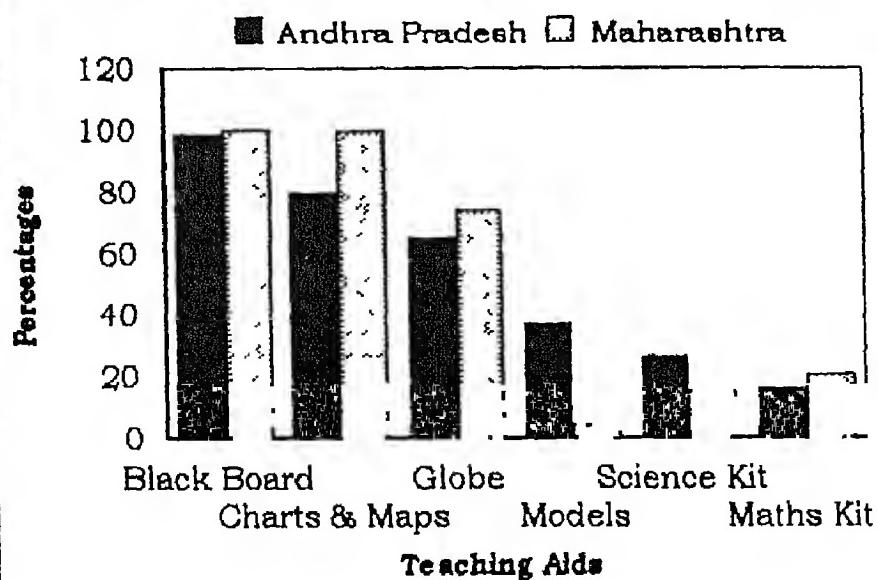
Educational performance

The expected output of any school is the performance of the students in the examinations. An attempt has been made to conduct a performance test constituting of two simple questions from each subject viz. Social Studies, Science, Mathematics and General Knowledge among

Distribution of Sample Students According to Performance Test



Availability of Teaching Aids in Ashram Schools



the students of 5th 7th and 10th classes. A uniform question paper was prepared and included in the interview schedule and administered among the sample children to assess their performance.

The subject-wise analysis of the performance test (table-7.18) also reveals that the students in NGO schools performed better than the students in government schools. The data indicate that out of 112 students in NGO schools, 66(58.93%) students in Mathematics, 61(54.46%) students in Social Studies, 59(52.68%) students in Science and 39(34.82)% students in General Knowledge have not written even a single correct answer. Similarly, out of 112 students in government schools, 91(81.25%) students in Mathematics, 83(74.11%) students in Science and 73(65.18%) students in Social Studies and 62 (55.36%)students in General Knowledge have not answered even a single question.

The data (table-7.19) reveal that only 12 students have got zero marks and 75 students have got less than 35% of marks. Only 48(23.19%) students out of 207 students have got more than 61% of marks. However, it is different in the case of Government Schools in Maharashtra. The performance of students in NGO schools is better than the students in government schools. Among the selected three classes, 21(18.75%) students out of 112 students in NGO schools and 41(36.61%) students out of 112 students in government schools got zero marks and have not written even a single correct answer. The data clearly indicates that 42 (37.50%) out of 112 students in NGO schools and 46 (41.07%) out of 112 students in government schools got less than 35 marks and the remaining students got more than 35 marks.

However, the marks obtained in the examinations conducted by the respective schools indicate different distribution of performance. Out of 224 students in both the categories of schools, no student has got zero marks and only 5 students in NGO schools and 8 students in government schools got below 35 marks and the remaining students in both the

categories got more than 35 marks in the examinations. It is interesting to note that the performance of girls in both the States is less than boys, as the girl child in tribal societies has to perform more domestic and economic duties than boys.

The study clearly reveals that the government schools have better facilities with poor educational performance and the NGO schools have poor facilities with better educational performance. The government can encourage more number of schools under NGOs by providing better facilities for better output and performance.

Educational aspirations of the students

The world view of the tribal child is limited due to isolation and lack of exposure and communication facilities. They have limited models. The data (table-7.20) reveal that 34.78% of the students in Andhra Pradesh and 56.70% in Maharashtra aspired to study upto 10th class. Only 9.18% of the students in Andhra Pradesh and 1.34% in Maharashtra expressed to study professional level of education. Among the remaining students 39.13% in Andhra Pradesh and 35.76% in Maharashtra aspired to study upto intermediate level of education and very few aspired to study collegiate level of education.

Professional aspirations of the students

The immediate professional model for the tribal child is teacher as his/her knowledge is limited. The data (table-7.21) reveal that 42.56% of the students in Andhra Pradesh and 28.13% in Maharashtra aspired to become school teachers in their career. In Maharashtra, 45.09% of the students have no specific idea on professional aspirations. The major professions, they prefer consists of medical doctors, peons, police and conductors. The limited world view does not permit the tribal child to aspire for higher professional choice.

The ashram school intends to educate and develop the tribal children in a holistic perspective. But the schools lack training in vocational and craft education. Further, the schools have no proper co-curricular and extra curricular activities to provide exposure to the child in isolation and to develop skills among the tribal children. Unless teachers stay at the place of work, they are not able to spare time fully towards these activities. It is clear that where the jobs of teachers are not secured and permanent (NGO schools), the teachers perform well resulting in increase of achievement levels among the school students.

Table-7.1: Enrollment of Students According to Gender and Class

S.No.	Class	Andhra Pradesh						Maharashtra					
		Government			Non Government			Government			Non Government		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	1st	205	113	318	240	74	314	224	118	342	213	69	282
2	2nd	130	98	228	212	108	361	187	118	305	144	77	221
3	3rd	321	153	474	195	81	276	180	116	296	187	109	296
4	4th	319	109	428	208	76	284	178	99	277	170	107	277
5	5th	269	100	369	226	102	328	214	140	354	196	103	354
6	6th	325	184	509	192	72	264	161	109	270	203	116	270
7	7th	287	201	488	128	53	181	144	69	213	155	80	235
8	8th	172	159	331	188	36	224	134	69	203	118	37	155
9	9th	168	146	314	138	53	191	118	37	155	100	50	155
10	10th	184	116	300	100	26	126	88	47	135	77	40	135
	Total	2380	1379	3759	1868	681	2549	1628	922	2550	1968	903	2871

A : Andhra Pradesh

Table-7.2: Distribution of Sample Students According to Age, Class and Sex

S.No.	Class	Sex	Age in years									Total	
			9	10	11	12	13	14	15	16	17		
1	4th	Boys	5	16	5	3	2	1	-	-	-	32	
		Girls	1	6	-	4	2	-	-	-	-		
2	5th	Boys	-	7	12	10	3	3	2	-	-	37	
		Girls	-	-	2	2	1	-	-	-	-		
3	6th	Boys	-	-	7	6	1	-	-	-	-	14	
		Girls	-	-	3	3	4	-	1	-	-		
4	7th	Boys	-	-	-	16	1	-	-	-	-	11	
		Girls	-	-	-	3	5	-	-	-	-		
5	8th	Boys	-	-	-	3	6	4	1	-	-	8	
		Girls	-	-	-	1	6	1	1	-	-		
6	9th	Boys	-	-	-	-	2	2	2	5	-	14	
		Girls	-	-	-	1	1	5	1	2	1		
7	10th	Boys	-	-	-	-	-	-	7	6	1	11	
		Girls	-	-	-	-	-	-	7	3	-		
Total			6	29	29	52	34	16	22	16	2	1	207

B : Maharashtra

B : Maharashtra

S. No.	Age in years	Government										Post Basic										Tot		
		Post Basic					Basic					Post Basic					Post Basic							
		B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G			
1	10	3	-	-	2	1	-	-	-	9	1	-	-	-	-	1	-	-	-	-	-	2		
2	11	4	4	1	-	6	6	-	-	21	4	5	-	-	3	2	1	-	-	-	-	15		
3	12	4	1	4	1	4	1	4	3	-	-	22	5	2	2	1	5	2	2	-	-	19		
4	13	1	-	8	-	-	-	7	2	-	-	18	1	1	3	3	-	1	4	3	1	-	17	
5	14	-	-	1	4	-	-	-	1	-	1	7	1	-	5	-	4	-	1	2	1	1	15	
6	15	-	-	1	-	-	-	-	2	4	1	8	-	-	1	1	2	-	3	2	6	2	17	
7	16	-	-	-	-	-	-	-	-	3	3	6	-	-	2	1	-	-	1	-	7	5	16	
8	17	-	-	-	-	-	-	-	5	3	8	-	-	-	-	-	-	-	-	-	-	5	-	5
9	18	-	-	-	-	-	-	1	-	8	2	11	-	-	1	-	-	-	-	-	-	2	1	4
10	19	-	-	-	-	-	-	-	-	2	-	2	-	-	-	-	-	-	1	-	1	-	2	
Total		12	8	15	5	12	8	12	8	22	10	112	12	8	14	6	14	6	13	7	23	9	112	

Table-7.3. Distribution of Students According to Tribe

S. No.	Name of the tribe	Type of school												Grand total	% total		
		Primary School						Upper Primary School									
		Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	
1	Koya	-	-	20	20	-	12	-	24	-	14	-	19	33	77	37.19	
2	Konda Dora	-	-	11	-	-	8	-	8	-	-	-	-	-	19	9.18	
3	Valmiki	-	-	2	-	2	-	-	-	-	-	3	-	3	5	2.41	
4	Nukadora	-	-	1	-	1	-	-	-	-	-	-	-	-	1	0.48	
5	Gadaba	-	-	3	-	3	-	1	-	1	-	-	-	-	4	1.93	
6	Bagata	-	-	6	-	6	-	3	-	3	-	-	5	-	5	6.76	
7	Porja	-	-	1	-	1	-	-	-	-	-	-	4	-	4	2.41	
8	Kondkamma	-	-	-	-	-	-	-	-	-	-	-	2	-	2	0.97	
9	Kotia	-	-	-	-	-	-	-	-	-	-	-	1	-	1	0.48	
10	Hill Reddi	-	19	-	-	19	-	-	-	-	-	-	-	-	19	9.18	
11	Naik	-	-	-	-	-	-	-	-	-	-	-	-	-	2	0.97	
12	Yerukala	-	-	-	-	-	17	11	-	-	11	7	-	-	7	3.38	
13	Gond	17	-	-	-	-	-	-	-	2	-	-	-	-	-	1	0.48
14	Kolam	5	-	-	-	5	2	-	-	-	-	-	-	-	3	1.45	
15	Thoti	1	-	-	-	1	-	-	-	-	2	-	-	-	8	9.35	
16	Lambada	1	-	-	-	1	-	-	-	1	8	-	-	-	1	0.48	
17	Pradhan	-	-	-	-	-	-	-	-	1	-	-	-	-	1	0.48	
18	Andh	-	-	-	-	-	-	-	-	-	1	-	-	-	1	0.48	
Total		24	19	24	20	87	14	12	12	50	18	18	15	19	70	207	100

B : Maharashtra

S. No.	Name of the tribe	Government										Non-Government										% Tot	
		Basic					Post Basic					Basic					Post Basic						
		Am	Dh	Ga	Th	Am	Dh	Ga	Th	Am	Dh	Ga	Th	Am	Dh	Ga	Th	Am	Dh	Ga	Th		
1	Gond	1	-	-	-	3	-	4	2	-	5	-	6	-	3	-	16	20	8.92				
2	Andh	-	-	-	-	-	-	-	-	-	-	-	6	-	-	-	-	6	6	2.68			
3	Korku	9	-	-	18	-	-	-	27	8	-	-	4	-	-	-	-	12	39	17.4			
4	Bhil	-	3	-	-	15	-	-	18	-	10	-	-	1	13	-	-	24	42	18.75			
5	Pardhi	-	-	2	-	-	5	-	7	-	-	-	1	-	3	-	-	4	11	4.91			
6	Pawara	-	7	-	-	3	-	-	10	-	-	-	-	-	-	-	-	-	10	4.46			
7	Dhanka	-	-	-	-	-	-	-	-	-	-	-	-	-	5	-	-	5	5	2.23			
8	Oraon	-	-	2	-	-	-	1	-	3	-	-	-	-	-	-	-	-	3	1.34			
9	Madia	-	-	6	-	-	9	-	15	-	-	5	-	-	-	9	-	14	29	12.95			
10	Halbi	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	1	0.44			
11	Gond-Gowar	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	2	2	0.89			
12	Wari	-	-	2	-	-	-	3	5	-	-	2	-	-	-	-	8	10	15	6.7			
13	Kathkari	-	-	-	2	-	-	5	7	-	-	2	-	-	-	-	-	2	9	4.02			
14	Malharoli	-	-	-	-	-	-	-	-	-	-	4	-	-	-	-	3	7	7	3.13			
15	Dhorkoli	-	-	-	1	-	-	2	3	-	-	-	-	-	-	-	-	-	-	3	1.34		
16	Kolma	-	-	-	2	-	-	6	8	-	-	2	-	-	-	-	6	8	16	7.16			
17	K.thakur	-	-	-	3	-	-	2	5	-	-	-	-	-	-	-	1	1	6	2.68			
Total		10	10	10	18	18	18	112	10	10	10	18	18	18	18	112	224	100					

A : Andhra Pradesh

Table-7.4: Place of Stay of the Boarders of Ashram Schools

S. No.	Place	Type of school												Grand total	% total		
		Primary School						Upper Primary School									
		Adi	Kha	Vis	War	Tot	Adi	Kha	Vis	War	Tot	Adi	Kha	Vis	War	Tot	
1	Hostel	11	15	20	4	50	13	12	12	49	16	18	14	16	64	163	78.74
2	Home	12	2	4	15	33	1	-	-	1	2	-	1	3	6	40	19.33
3	Relatives	1	2	-	1	4	-	-	-	-	-	-	-	-	-	4	1.93
	Total	24	19	24	20	87	14	12	12	50	18	18	15	19	70	207	100

B : Maharashtra

S. No.	Place	Government												Non-Government				% total		
		Basic				Post Basic				Basic				Post Basic						
		Am	Dh	Ga	Th	Am	Dh	Ga	Th	Am	Dh	Ga	Th	Tot	Tot					
1	Hostel	10	10	10	10	18	14	16	13	101	10	8	9	8	18	16	15	102	203	90.63
2	Home	-	-	-	-	3	-	5	8	-	1	1	2	-	2	2	-	8	16	7.14
3	Relatives	-	-	-	-	1	2	-	3	-	1	-	-	-	1	-	1	2	5	2.23
	Total	10	10	10	10	18	18	18	18	112	10	10	10	18	18	18	18	112	224	100

Table-7 5: Opinion of the Students on Their Accommodation in Ashram Schools

A : Andhra Pradesh

S. No.	Opinion	Type of school										Grand total	% total	
		Primary School					Upper Primary School							
Adi	Kha	Vis	War	Tot	Adi	Kha	Vis	War	Tot	Adi	Kha	Vis	War	Tot
1 Need separate hostel	-	2	1	-	3	-	-	-	-	-	-	-	-	3 1.44
2 Satisfactory	12	5	12	5	34	13	12	6	12	43	16	10	13	54 131 63.29
3 Not satisfactory	12	12	11	15	50	1	-	6	-	7	2	8	2	4 16 73 35.27
Total	24	19	24	20	87	14	12	12	12	50	18	18	15	19 70 207 100

B : Maharashtra

S. No.	Opinion	Government										Non-Government			Grand total	% total
		Basic					Post Basic					Basic	Post Basic	Basic	Post Basic	
Am	Dh	Ga	Th	Am	Dh	Ga	Th	Am	Dh	Ga	Th	Am	Dh	Ga	Th	
1 Need separate hostel	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	1 0.50
2 Satisfactory	10	-	7	9	17	14	12	13	82	8	1	-	8	18	2	11 17 65 147 65.74
3 Not satisfactory	-	10	3	1	1	4	6	5	30	2	9	9	2	-	16	7 1 46 76 76 33.76
Total	10	10	10	10	18	18	18	18	112	10	10	10	18	18	18	112 224 100

Table-7.6: Opinion of the Students on Availability of Medical Aid

A : Andhra Pradesh

S. No.	Medical aid	Type of school												Grand total	% total	
		Primary School				Upper Primary School				High School						
		Adi	Kha	Vis	War	Tot	Adi	Kha	Vis	War	Tot	Adi	Kha	Vis	War	Tot
1 Available	15	1	11	-	26	13	12	12	49	18	18	10	19	65	140	67.64
2 Not available	9	18	13	20	61	1	-	-	1	-	-	5	-	5	67	32.36
Total	24	19	24	20	87	14	12	12	50	18	18	15	19	70	207	100

B . Maharashtra

S. No.	Medical aid	Government												Non-Government			Grand total	% total	
		Basic				Post Basic				Basic				Post Basic					
		Am	Dh	Ga	Th	Am	Dh	Ga	Th	Am	Dh	Ga	Th	Am	Dh	Ga	Th		
1 Available	-	2	-	-	3	-	-	5	3	-	2	-	-	4	9	18	23	10.26	
2 Not available	10	8	10	10	18	15	18	18	107	7	10	8	10	18	14	9	94	201	89.74
Total	10	10	10	10	18	18	18	18	112	10	10	10	10	18	18	18	112	224	100

Table -7.7: Opinion of the Students on Mode and Place of Treatment

A : Andhra Pradesh

S. No.	Treatment	Type of school										Grand total	% total	
		Primary School					Upper Primary School							
Adi	Kha	Vis	War	Tot	Adi	Kha	Vis	War	Tot	Adi	Kha	Vis	War	Tot
1 Go Home	14	6	1	5	26	3	1	1	-	5	6	12	1	-
2 Private Hospital	-	-	1	-	1	5	-	-	-	5	1	13	-	1
3 PHC	23	6	14	14	57	11	12	7	12	42	17	13	14	17
4 Both 2 & 3	-	6	8	1	15	-	-	3	-	3	-	-	-	1
5 School	-	-	1	-	1	-	-	7	-	7	-	-	-	-
6 NGO Hospital	-	7	-	-	7	-	-	-	-	-	-	-	-	-

B : Maharashtra

S. No.	Treatment	Government										Non-Government				% total
		Basic					Post Basic					Post Basic				
		Am	Dh	Ga	Th	Am	Dh	Ga	Th	Am	Dh	Ga	Th	Am	Dh	
1 Go home	1	-	1	-	2	-	4	-	8	-	-	1	1	2	-	5
2 Private/Warden	-	-	-	-	1	3	-	1	5	-	-	6	2	-	1	9
3 PHC	7	10	9	10	14	10	13	17	90	10	9	10	9	14	15	17
4 Both 2 & 3	2	-	-	-	-	1	-	3	-	1	-	-	1	1	-	3
5 FAB at school	-	-	-	-	1	5	-	6	-	-	-	1	-	-	1	7

Table -7.8: Availability of Teaching Aids in Ashram Schools

A : Andhra Pradesh

S. No.	Teaching aids	Primary School						Upper Primary School						High School						% total
		Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	
1	Black board	24	19	21	20	84	14	12	12	12	50	18	18	15	19	70	204	98.55		
2	Charts/Maps	12	12	8	17	49	14	10	12	12	48	18	18	15	17	68	165	79.71		
3	Globe	10	2	6	4	22	13	12	12	11	48	18	18	14	17	37	135	65.21		
4	Models	9	-	-	2	11	2	-	3	2	7	15	15	14	15	59	77	37.19		
5	Science Kit	5	-	-	5	13	-	1	-	14	5	4	11	15	35	54	26.08			
6	Math's Kit	-	-	-	-	5	-	-	2	7	17	-	2	8	27	34	16.42			

B : Maharashtra

S. No.	Teaching aids	Government						Non-Government						Grand Total	% Total				
		Basic			Post Basic			Basic			Post Basic								
		Am	Dh	Ga	Th	Am	Dh	Ga	Th	Am	Dh	Ga	Th						
1	Black board	10	10	10	18	18	18	112	10	10	10	18	18	18	112	224	100.00		
2	Charts/Maps	10	10	10	18	18	18	112	10	9	10	18	18	18	111	223	99.55		
3	Globe	-	10	9	10	1	18	18	17	83	1	6	-	10	17	14	18	166	74.10
4	Models	-	-	-	-	2	-	-	2	-	-	-	-	-	-	8	8	10	4.46
5	Science Kit	-	-	-	-	8	-	7	15	-	-	-	-	-	7	-	12	19	34
6	Math's Kit	-	-	-	4	4	6	1	15	-	-	-	-	-	9	7	6	10	32

Table-7.9: Opinion of the Students on Library Facilities

A : Andhra Pradesh										B : Maharashtra										
S. No.	Library facility	Primary School					Upper Primary School					High School					Grand total			
		Adi	Kha	Vis	War	Tot	Adi	Kha	Vis	War	Tot	Adi	Kha	Vis	War	Tot	%			
1	No facility	23	19	24	20	86	-	11	8	9	28	1	18	5	19	33	147	71.01		
2	Office room	1	-	-	-	1	14	1	4	3	22	17	-	10	-	37	60	28.99		
	Total	24	19	24	20	87	14	12	12	12	50	18	18	15	19	70	207	100		
Type of school										Non-Government										
S. No.	Library facility	Primary School					Upper Primary School					High School					Grand total			
		Adi	Kha	Vis	War	Tot	Adi	Kha	Vis	War	Tot	Adi	Kha	Vis	War	Tot	%			
1	No facility	-	10	9	1	18	17	-	4	59	9	10	10	6	9	17	18	9	88	147
2	Office room	10	-	1	9	-	1	18	14	53	1	-	-	4	9	1	-	9	24	77
	Total	10	10	10	10	18	18	18	18	112	10	10	10	18	18	18	112	224	100	

Table-7.10: Nature of Games and Sports Played by the Ashram School Children

A : Andhra Pradesh

S No.	Sports & Games	Type of school												Grand total	% total			
		Primary School						Upper Primary School										
		Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War			
1	Not played	1	-	3	-	4	-	-	-	-	1	-	1	5	7	11	5.31	
2	Traditional	11	19	18	16	64	-	7	11	12	30	10	11	13	7	41	135	65.21
3	Material needed	11	1	13	16	41	14	12	11	2	39	-	14	13	7	34	114	55.07
4	Material not needed	12	18	7	3	40	-	-	1	1	2	17	1	1	-	19	61	29.46

B : Maharashtra

S No	Sports & Games	Government												Non-Government				Grand Total	% Total		
		Basic						Post Basic						Basic		Post Basic					
		Am	Dh	Ga	Th	Am	Dh	Ga	Th	Am	Dh	Ga	Th	Am	Dh	Ga	Th				
1	Not Played	1	3	-	1	6	5	5	1	22	-	4	2	-	4	7	4	-	21	43	19.2
2	Traditional	9	7	4	8	4	12	4	8	56	7	5	1	10	8	7	5	12	55	111	49.56
3	Material needed	-	-	6	1	8	1	9	9	34	2	1	7	-	6	4	9	6	35	69	30.8
4	Material not needed	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	1	1	0.44	

A : Andhra Pradesh

Table-7.11. Opinion of the Students on the Organization of Study Tours

S. No.	Study tours	Type of school												Grand total	% total	
		Primary School						Upper Primary School								
		Adi	Kha	Vis	War	Tot	Adi	Kha	Vis	War	Tot	Adi	Kha	Vis	War	Tot
1	Organized	-	-	-	-	-	-	12	2	14	-	8	5	8	21	35
2	Not organized	24	19	24	20	87	14	12	-	10	36	18	10	11	49	172
	Total	24	19	24	20	87	14	12	12	50	18	18	15	19	70	207
																100

B : Maharashtra

S. No	Study tours	Government												Non-Government				Grand Total	% Total		
		Basic						Post Basic						Basic		Post Basic					
		Am	Dh	Ga	Th	Am	Dh	Ga	Th	Am	Dh	Ga	Th	Am	Dh	Ga	Th				
1	Organized	-	-	10	-	-	-	9	19	1	-	-	1	-	13	-	9	24			
2	Not organized	10	10	10	-	18	18	9	93	9	10	10	9	18	5	18	9	88			
	Total	10	10	10	18	18	18	18	112	10	10	10	10	18	18	18	112	224			
																		100			

Table-7.12: Opinion of the Students on Organization of Picnics

A : Andhra Pradesh

S. No.	Picnics	Primary School						Type of school						Grand total			% total	
		Upper Pri: Adi Kha Vis			Lower Prio: War Tot Adi Kha Vis			High School			Grand total			Grand total				
		Adi	Kha	Vis	War	Tot	Adi	Kha	Vis	War	Tot	Adi	Kha	Vis	War	Tot		
1	Organised	12	-	-	-	12	12	-	11	8	23	5	1	5	2	13	48 23.19	
2	Not organised	12	19	24	20	75	2	12	1	4	27	13	17	10	17	57	159 76.81	
	Total	24	19	24	20	87	14	12	12	50	18	18	15	19	70	207	100	

B : Maharashtra

S. No	Picnics	Government						Non-Government						Grand Total			%	
		Basic			Post Basic			Basic			Post Basic			Total				
		Am	Dh	Ga	Th	Am	Dh	Ga	Th	Am	Dh	Ga	Th	Am	Dh	Ga	Th	
1	Organized	-	-	1	10	-	3	8	9	31	4	-	-	7	-	14	7	32 63 28.13
2	Not Organized	10	10	9	-	18	15	10	9	81	6	10	10	3	18	4	11	18 80 161 71.87
	Total	10	10	10	18	18	18	18	18	112	10	10	10	18	18	18	18 112 224 100	

A : Andhra Pradesh

Table-7.13: Opinion of the Students on Gardening

S. No.	Gardening	Primary School										Type of school						% total
		Adi	Kha	Vis	War	Tot	Adi	Kha	Vis	War	Tot	Adi	Kha	Vis	War	Tot		
1	Not at all	12	19	4	20	55	-	-	-	-	-	-	3	-	11	14	69	33.33
2	Once in a week	12	-	20	-	32	14	12	12	12	50	18	15	15	1	49	131	63.28
3	Once in a year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7	7	3.39
	Total	24	19	24	20	87	14	12	12	12	50	18	18	15	19	70	207	100

B : Maharashtra

S. No	Gardening	Government										Non-Government						% total	
		Post Basic				Basic				Post Basic				Basic					
		Am	Dh	Ga	Th	Am	Dh	Ga	Th	Am	Dh	Ga	Th	Am	Dh	Ga	Th		
1	No Gardening	10	2	10	-	17	18	18	93	6	10	10	1	12	18	17	-	167	74.55
2	During rainy season	-	8	-	10	1	-	-	19	4	-	-	9	6	-	1	18	38	57
	Total	10	10	10	18	18	18	18	112	10	10	10	18	18	18	18	112	224	100

A : Andhra Pradesh

Table- 7.14: Opinion of the Students on Vocational Tranning

S. No.	Vocational training	Type of school										Grand total	% Grand total			
		Primary School					Upper Primary School									
		Adi	Kha	Vis	Var	Tot	Adi	Kha	Vis	War	Tot	Adi	Kha	Vis	War	Tot
1	Yes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2	No	24	19	24	20	87	14	12	12	12	50	18	18	15	19	70
	Total	24	19	24	20	87	14	12	12	12	50	18	18	15	19	70
																207
																100

B : Maharashtra

S. No.	Vocational training	Government										Non-Government				Grand Total	% Grand Total		
		Basic					Post Basic					Basic		Post Basic					
		Am	Dh	Ga	Th	Am	Dh	Ga	Th	Am	Dh	Ga	Th	Am	Dh				
1	Yes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	18	18		
2	No	10	10	10	10	18	18	18	18	18	112	10	10	10	10	18	18		
	Total	10	10	10	10	18	18	18	18	18	112	10	10	10	10	18	18		
																94	8.03		
																206	91.97		

Table-7.15: Periodicity of Home Work in Ashram Schools

A : Andhra Pradesh

S. No.	Home work	Type of school										Grand total	% %					
		Primary School					Upper Primary School											
		Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi						
1	No home work	9	11	3	12	35	-	-	11	-	11	1	2	-	-	3	49	23.67
2	Daily	6	-	21	-	27	-	10	1	4	15	-	11	15	3	29	71	34.29
3	Once/twice in a week	3	6	-	2	11	-	-	-	2	2	-	3	-	9	12	25	12.09
4	After the lesson	6	2	-	6	14	14	2	-	6	22	17	2	-	7	26	62	29.95
	Total	24	19	24	20	87	14	12	12	50	18	18	15	19	70	207	100.00	

B : Maharashtra

S. No.	Home work	Government										Non-Government				Grand total	% %			
		Post Basic					Basic					Post Basic		Basic						
		Am	Dh	Ga	Th	Am	Dh	Ga	Th	Am	Dh	Am	Dh	Ga	Th					
1	No Home Work	2	4	2	-	18	-	-	-	26	-	10	-	-	3	-	13	39	17.40	
2	Daily	8	6	8	10	-	18	18	18	86	10	-	10	10	18	15	18	99	185	82.60
3	Once/twice in a week	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
4	After the lesson	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Total	10	10	10	18	18	18	18	112	10	10	10	18	18	18	112	224	100.00		

Table-7.16 Organization of Study Hours

A : Andhra Pradesh

S. No.	Study hours	Primary School						Upper Primary School						High School						% total
		Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha		
1	Morning Yes	5	-	18	-	23	12	3	13	6	34	16	-	15	3	34	92	44.44		
	No	19	19	6	20	64	2	9	1	6	16	2	18	-	16	36	115	55.56		
	Total	24	19	24	20	87	14	12	12	12	50	18	18	15	19	70	207	100		
2	Evening Yes	11	12	12	3	38	3	12	12	3	30	9	12	14	17	52	120	57.98		
	No	13	7	12	17	49	11	-	-	9	20	9	6	1	2	18	87	42.02		
	Total	24	19	24	20	87	14	12	12	12	50	18	18	15	19	70	207	100		
3	Night Yes	14	17	14	11	56	2	4	12	11	29	17	16	14	3	50	135	65.21		
	No	10	2	10	9	31	12	8	-	1	21	1	2	1	16	20	72	34.79		
	Total	24	19	24	20	87	14	12	12	12	50	18	18	15	19	70	207	100		

B : Maharashtra

S. No	Study hours	Government						Non-Government						Basic			Post Basic			% total
		Basic			Post Basic			Basic			Post Basic			Basic			Post Basic			
Am	Dh	Ga	Th	Am	Dh	Ga	Th	Tot	Am	Dh	Ga	Th	Am	Dh	Ga	Th	Tot	Am		
1	Morning Yes	10	7	6	10	18	14	11	18	94	10	8	10	18	17	17	18	106	200	89.28
	No	-	3	4	-	4	7	-	18	-	2	2	-	-	1	1	-	6	24	10.72
	Total	10	10	10	10	18	18	18	112	10	10	10	10	18	18	18	112	224	100	
2	Evening Yes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	No	10	10	10	18	18	18	18	112	10	10	10	10	18	18	18	112	224	100	
	Total	10	10	10	18	18	18	18	112	10	10	10	10	18	18	18	112	224	100	
3	Night Yes	10	3	10	10	18	18	18	105	10	9	8	10	18	18	18	109	214	95.54	
	No	-	7	-	-	-	-	-	7	-	1	2	-	-	-	-	3	10	4.46	
	Total	10	10	10	18	18	18	18	112	10	10	10	10	18	18	18	112	224	100	

Table-7.17: Ways of Spending Vacations by the Ashram School Children

A : Andhra Pradesh

S. No.	Ways	Type of school										Grand total	% total					
		Primary School					Upper Primary School											
Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total	Adi	Kha	Vis	War	Total				
1	Playing	19	16	13	18	66	8	11	4	-	23	12	8	1	-	21	110	53.14
2	Accompany Parents	18	11	16	16	61	11	10	7	12	40	15	15	13	19	62	163	78.74
3	Cattle rearing	18	6	11	14	49	3	3	9	-	15	3	-	-	-	3	67	32.36
4	Daily labour	1	3	1	2	7	-	-	2	4	6	2	5	-	6	13	26	12.56
5	Writing & Reading	1	1	11	1	14	12	1	2	2	17	11	6	8	8	33	64	30.92

B : Maharashtra

S. No	Ways	Government										Non-Government				Grand total	% total				
		Basic					Post Basic					Basic	Post Basic	Am	Dh	Ga	Th	Tot			
Am	Dh	Ga	Th	Am	Dh	Ga	Th	Am	Dh	Ga	Th	Am	Post Basic	Am	Dh	Ga	Th	Tot			
1	Playing	-	-	-	1	-	-	1	2	-	-	1	-	-	3	5	7	3 14			
2	Accompany Parents	5	-	1	2	1	1	-	11	-	1	-	-	-	3	5	10	21	9 37		
3	Cattle rearing	1	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1	0.44		
5	Ag 1 abour	4	8	9	5	12	15	15	12	80	10	9	8	4	15	14	15	7	82	162	72.34
6	Writing & Reading	-	2	-	3	4	-	-	5	14	-	1	4	1	3	-	3	12	26	11.57	

A : Andhra Pradesh

Table-7.18: Subject-wise Performance Among the Ashram School Children

Status of school	Class	Sex	Subjects											
			General Knowledge			Mathematics			Science			Social studies		
			Nil	I	II	Nil	I	II	Nil	I	II	Nil	I	II
Primary School	4th	Boys	6	26	10	14	13	12	19	6	11	19	10	10
		Girls	10	8	2	12	1	8	10	6	5	7	12	5
5th	Boys	19	14	14	8	18	25	17	13	15	3	35	25	25
	Girls	3	-	-	3	-	-	2	-	1	1	1	2	2
Upper Primary School	6th	Boys	5	7	8	3	8	7	6	10	-	1	10	7
		Girls	11	-	-	4	5	3	8	3	-	3	8	3
7th	Boys	-	17	13	9	7	2	3	14	6	-	16	10	10
	Girls	-	8	6	7	1	-	11	7	2	2	6	2	2
High School	8th	Boys	4	10	2	6	3	5	4	8	3	2	10	9
		Girls	5	5	1	8	1	1	4	5	3	1	8	5
9th	Boys	-	2	11	10	-	1	9	1	2	1	3	8	8
	Girls	3	3	7	11	-	-	6	3	2	7	5	3	3
10th	Boys	8	5	2	7	6	7	6	8	1	12	1	2	2
	Girls	3	2	7	4	6	1	5	3	3	7	1	1	3
Total	Boys	42	81	60	57	55	60	57	73	33	30	94	71	
	Girls	35	26	23	49	14	13	46	27	16	28	41	23	

B. Maharashtra

Status of school	Class	Sex	General Knowledge						Mathematics			Science			Social studies		
			Nil	I	II	Nil	I	II	Nil	I	II	Nil	I	II	Nil	I	II
Schools under NGO	5th	Boys	14	5	16	21	4	1	17	7	4	9	2	-	17	-	6
		Girls	7	2	7	14	-	-	13	1	1	8	-	-	-	-	6
	7th	Boys	5	16	13	9	11	9	14	3	10	18	5	6	-	-	6
		Girls	4	6	3	9	4	2	8	-	5	11	-	-	-	-	2
Total	10th	Boys	4	19	2	7	14	5	3	13	16	8	9	9	-	-	2
		Girls	5	4	-	6	3	-	4	1	5	7	1	1	-	-	1
	Total	Boys	23	40	31	37	29	15	34	23	30	35	16	32	-	-	-
		Girls	16	12	10	29	7	2	25	2	11	26	1	9	-	-	-
Schools under GO	5th	Boys	5	1	19	21	3	-	19	1	4	12	1	12	-	-	4
		Girls	10	2	6	15	1	-	12	2	2	12	2	2	-	-	4
	7th	Boys	16	10	3	18	9	2	22	1	5	17	6	7	-	-	-
		Girls	11	2	3	9	4	2	10	-	3	12	1	-	-	-	-
Total	10th	Boys	15	8	1	19	3	4	14	1	9	14	1	9	-	-	9
		Girls	5	4	-	9	-	-	6	1	3	6	-	3	-	-	3
	Total	Boys	36	19	23	58	15	6	55	3	18	43	8	28	-	-	-
		Girls	26	8	9	33	5	2	28	3	8	30	3	7	-	-	-

A : Andhra Pradesh
Table-7.19: Distribution of Sample Students According to Performance Test

S.No.	Status of school	Class	Sex	Zero	Below 35	36-50	51-60	61 above	Total		
1	Primary School	4th	Boys	-	9	13	5	5	32		
			Girls	3	5	3	-	2	13		
2	5th	Boys	Boys	1	8	8	3	17	37		
			Girls	1	1	1	1	1	5		
3	Upper Primary School	6th	Boys	1	2	3	-	8	14		
			Girls	1	7	2	-	1	11		
4	7th	Boys	-	9	4	1	3	3	17		
			Girls	-	1	4	-	3	8		
5	High School	8th	Boys	1	3	7	1	2	14		
			Girls	-	4	4	-	1	9		
6	9th	Boys	-	7	4	-	-	1	11		
			Girls	2	7	-	-	2	11		
7	10th	Boys	1	8	5	-	-	1	15		
			Girls	1	4	3	-	2	10		
Total			Boys	4	46	44	10	36	140		
			Girls	8	29	17	1	12	67		

B Maharashtra		Class	Sex	Zero	Below 35	36-50	51-60	61 above	Total
Status	5th								
Schools under NGO	7th	Boys	5	11	6	2	2	2	26
		Girls	7	5	1	-	1	1	14
	10th	Boys	2	12	3	6	4	-	27
		Girls	4	5	-	4	-	-	13
Total	Boys	Boys	-	6	4	4	8	8	23
		Girls	3	3	3	-	-	-	9
	Boys	Boys	10	29	13	12	14	14	76
		Girls	11	13	4	4	1	1	36
Schools under GO	5th	Boys	4	16	2	-	2	2	24
		Girls	9	4	1	-	2	2	16
	10th	Boys	9	9	5	-	4	-	27
		Girls	5	7	1	-	-	-	13
Total	Boys	Boys	10	6	3	2	2	2	23
		Girls	4	4	1	-	-	-	9
	Boys	Boys	23	31	10	2	8	8	74
		Girls	18	15	3	-	2	2	38

Table-7.20: Educational Aspirations of the Students

S. No.	Educational aspirations	Type of school												Grand total	% %			
		Primary School						Upper Primary School										
		Adi	Kha	Vis	War	Tot	Adi	Kha	Vis	War	Tot	Adi	Kha	Vis	War			
1	Upto 10th	8	5	18	13	44	4	4	-	5	13	4	3	3	15	72	34.78	
2	Intermediate	16	11	6	7	40	6	4	4	18	4	7	2	10	23	81	39.13	
3	Graduation	-	3	-	-	3	4	4	2	3	13	8	4	4	3	19	35	16.91
4	Professional	-	-	-	-	-	-	-	6	-	6	2	4	6	1	13	19	9.18
	Total	24	19	24	20	87	14	12	12	50	18	18	15	19	70	207	100.00	

S. No.	Educational aspirations	Government												Non-Government			Grand Total	% %			
		Basic				Post Basic				Basic				Post	Basic	Post	Basic				
		Am	Dh	Ga	Th	Am	Dh	Ga	Th	Am	Dh	Ga	Th	Tot	Tot	Tot					
1	Upto 10th	6	5	5	3	6	17	15	17	74	3	6	5	4	1	7	13	14	53	127	56.60
2	Intermediate	4	5	3	4	11	-	3	1	31	5	4	5	4	13	10	4	4	49	80	35.76
3	Graduation	-	-	1	3	1	1	-	-	6	2	-	-	2	3	-	100	-	8	14	6.31
4	Professional	-	-	1	-	-	-	-	-	1	-	-	-	1	1	-	-	2	3	3	1.33
	Total	10	10	10	18	18	18	18	18	112	10	10	10	18	18	18	18	112	224	100	

A : Andhra Pradesh

A : Andhra Pradesh

Table-7.21: Professional Aspirations of the Students

S No	Profession	Type of school										Grand total	%					
		Primary School					Upper Primary School											
		Adt	Kha	Vis	War	Tot	Adt	Kha	Vis	War	Tot	Adt	Kha	Vis	War	Tot		
1	Teacher	12	12	12	12	48	7	4	5	2	18	6	5	4	7	22	88	42.56
2	Agriculture	3	-	1	1	5	-	-	-	-	3	-	1	1	5	10	4.83	
3	Doctor	1	3	4	1	9	1	2	5	2	10	5	3	5	1	14	33	15.93
4	Conductor	-	-	-	-	-	1	-	-	1	-	-	-	-	-	-	1	0.48
5	Police	-	2	-	-	2	2	-	-	2	1	-	-	1	2	6	2.89	
6	Business	-	-	-	-	-	-	-	-	1	-	-	-	-	1	1	1	0.48
7	Any job	7	1	5	6	19	3	4	1	4	12	2	3	-	7	12	43	20.79
8	none	1	-	-	1	-	-	1	1	-	-	-	-	-	2	2	4	1.92
9	Special Officer	-	1	-	1	-	-	-	-	-	-	-	-	-	-	1	0.48	
10	Nursing	-	-	-	-	-	-	2	-	3	5	-	6	-	6	11	5.32	
11	IAS	-	-	-	-	-	-	-	-	-	-	1	-	-	1	1	1	0.48
12	Driver	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	2	0.96
13	Lawyer	-	-	-	-	-	-	-	1	-	-	-	3	-	3	4	1.92	
14	Politician	-	-	-	-	-	-	-	-	-	-	2	-	2	-	2	0.96	
	Total	24	19	24	20	87	14	12	12	50	18	15	19	70	207	100		

B : Maharashtra		Government						Non-Government						Grand Total %								
S. No	Profession	Basic			Post Basic			Tot			Basic			Post Basic			Tot	%				
		Am	Dh	Ga	Th	Am	Dh	Ga	Th	Am	Dh	Ga	Th	Am	Dh	Ga	Th					
1	Teacher	2	-	4	4	5	3	4	3	25	6	-	2	4	4	5	4	13	38	63	28.12	
2	Business	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	2	2	0.89		
3	peon/clerk	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	2	2	0.89		
4	Agriculture	1	1	-	-	1	-	3	6	-	-	-	1	1	1	1	-	4	10	4.46		
5	Police	-	1	1	-	2	1	-	5	-	-	-	2	1	-	3	1	-	4	7	3.12	
6	Doctor	-	-	1	-	1	1	-	3	-	-	-	-	-	3	1	-	1	5	7	4.97	
7	Nurse	-	-	1	-	1	-	2	1	-	-	-	3	-	-	1	-	1	1	1	0.44	
8	Engineer	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	2	3	1.34	
9	Forest guard	-	1	-	-	-	-	1	1	-	-	-	-	-	-	1	-	1	2	3	1.34	
10	Driver	-	-	-	-	1	-	1	-	-	1	-	2	-	-	-	-	-	3	7	3.12	
11	Govt. job	-	-	-	1	-	2	-	1	4	-	1	-	1	-	-	-	-	-	3	1.34	
12	Mechanic	-	-	-	-	-	-	3	3	-	-	-	-	-	-	-	-	-	1	0.44		
13	Manager	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	1	0.44	
14	Defense	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	2	2	0.89	
15	Tailor	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	41	101	45.08
16	No idea	7	7	3	5	10	8	14	6	60	2	5	8	3	5	8	10	-	100	100		
	Total	10	10	10	10	18	18	18	18	112	10	10	10	10	10	10	10	10	100	100		

A PROFILE OF SCHOOL LEAVERS

The ethnic distribution, sex and age composition, marital status, family, educational status, reasons for dropouts and school leavers, occupation and their problems are discussed in the chapter. The extent of utilization of development programmes by the school leavers is also presented in the chapter.

Educational background of the parents does not indicate significant relation with the rate of drop-out however there is no example of any educated parent being disillusioned about the positiveness of the process of learning. The dropout rate among the day-scholars is much higher as compared to that among the inmates of ashram schools. Although parent's economic background is not significantly related to the rate of dropout, it exerts its influence indirectly.

There are many personal and family reasons for more number of girls discontinuing their education midway. Help in household matters, early age at marriage, meager employment opportunities for women are a few such reasons indicated. Boys are called upon to share the economic

burden in the family at an early age. Undue distance to the school, non-availability of higher classes (secondary schools) near or around ones own village are also glaring reasons for drop-out especially at end of primary education. Attainment of puberty and 'getting ready for marriage' may be attributed as the prime reasons for more dropouts between 7th and 9th standards.

The school leavers include dropouts at different levels of education and those who completed and left the school at different levels of education viz., primary, upper primary and secondary in Andhra Pradesh and basic and post-basic in Maharashtra. They discontinued their education after leaving the school at different levels. The chapter describes educational and social status of school leavers, ethnic distribution, reasons for discontinuing their education and the extent of availing development programmes.

Ethnic distribution

The school leavers under study (table-8.1) belong to 12 tribal communities out of 33 in Andhra Pradesh and 8 tribal communities out of 47 in Maharashtra. Similarly, the tribal groups under study include 3 out of 12 Primitive Tribal Groups (PTGs) in AP and 2 out of 3 PTGs in Maharashtra. The major tribes covered under study include Gond, Koya, Valmiki, Hill Reddi and Konda Dora in AP and Korku, Bhil, Kotkari and Warli in Maharashtra.

Awareness on importance and value of education varies from tribal community to another. Accordingly, the literacy also varies in different tribal communities. The Yerukalas, Lambada/Sugali, Valmiki have more literacy rate when compare to Konda Reddi, Porja, Kolam and Yanadi. But they have similar accessibility and educational facilities. Here, the attitude of parents and children towards education is different.

Gender

Sex wise distribution of school leavers (table-8.2) reveal that 83.70% in AP and 86.42% in Maharashtra are males and the remaining are females. This indicate that very few females have completed school final as most of the girl students discontinued their studies even without completing the school final.

Age group

The data (table-8.3) on age wise distribution of school leavers reveal that 71.1% in AP and 75.32% in Maharashtra are below 20 years of age. Maximum number of school leavers consisting of 37.03% in A.P and 40.75% in Maharashtra belong to the age group of 17-20 years. The high percentage of school leavers is in below 20 years, which constitutes the group of manpower and a source of creating problems in tribal areas.

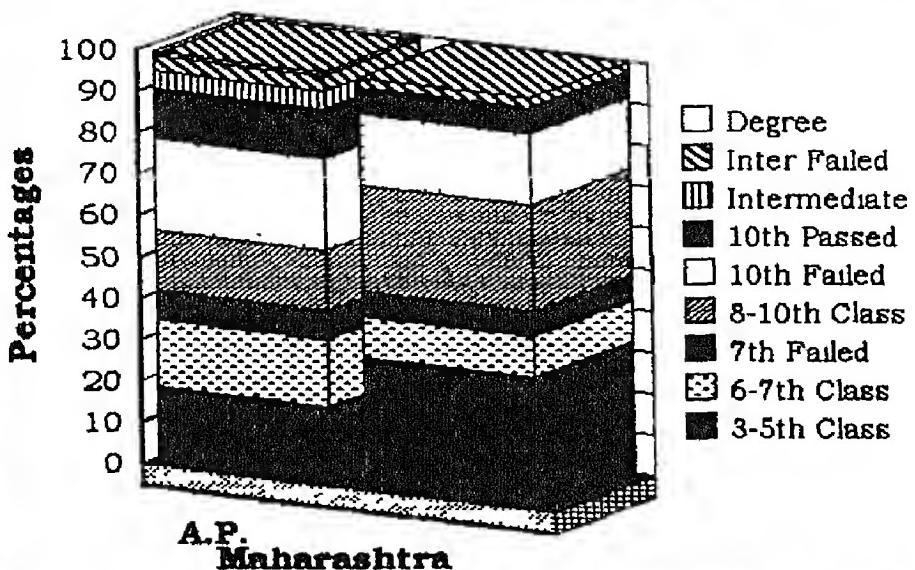
Marital status

Early marriage is the common practice in most of the tribal communities and this affects further education among the tribals. The marital distribution depends on tribal customs and traditions. Most of the tribals marry early in their age. Married persons (table-8.4) (48.89%) are more than unmarried (47.41%) persons in Andhra Pradesh and it is reverse in case of Maharashtra. Divorced and widowed persons are more in A.P (2.96%) than in Maharashtra (1.23%).

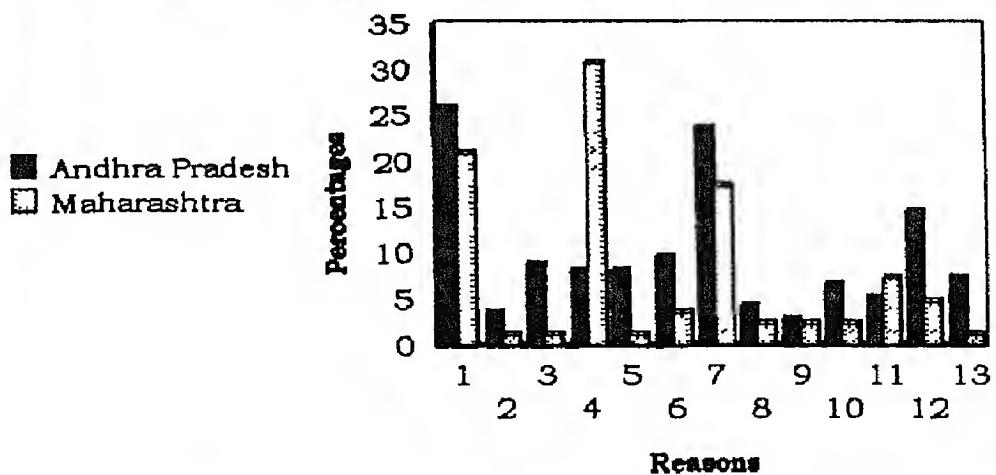
Educational status of the school leavers

The school leavers include both dropouts and completed at different levels of education from primary to undergraduate level. The maximum number of dropouts (32.1%) is found at primary level in Maharashtra and this is followed by (25.93%) in Andhra Pradesh. However, in Andhra Pradesh 22.22% of the school leavers discontinued their studies at SSC level as they failed in 10th class examination and 14.18% at 8-10 class and 14.81% at 6-7-class level. In Maharashtra, 17.28% have discontinued

Educational Status of the School Leavers



Reasons for Leaving the School as Reported by the School Leavers



1. Failed
2. Harassment by Teacher
3. Parents ill health
4. To work in the field
5. Household work
6. Ill health of the student
7. Poverty
8. School inaccessibility
9. Cattle rearing
10. Sibling's Education
11. Not interested
12. Death of parent
13. Marriage

as they failed in 10th class (table-8.5). There are ver few dropouts at collegiate level in Maharashtra than Andhra Pradesh. The number of school leavers/dropout decreases if the levels of education increase

Year-wise distribution of school leavers

The period in years after school leaving was collected to understand the year-wise distribution of school leavers. Among the school leavers (table-8.6) 61.48% in AP and 74.08% in Maharashtra have left the school since 1 to 6 years and the remaining in between 7 and more than 17 years. It is interesting to know that though several educational programmes were started and implemented in recent years, the number of school leavers are increased enormously.

Size of family

Size of family varies from single person family to family having more than 12 members. Education helps in controlling size of family by adopting family planning methods. The data (table-8.7) reveal that 61.48% in A.P and 76.54% in Maharashtra have 2 to 5 members per family. Very few families constituting 1.48% in AP and 6.18% in Maharashtra have single members. The remaining 37.46% in AP and 17.28% in Maharashtra have large families consisting of 6 to 13 members per family. The data indicate that more number of school leavers have adopted methods of family planning.

Type of family

Mostly, the size of family indicates the type of family of the school leavers. The data (table-8.8) reveal that 56.30% in AP and 46.91% in Maharashtra are nuclear. There is more number of joint families (41.98%) in Maharashtra than in AP (24.44%). Similarly, there are more number of broken families (17.78%) in AP than in Maharashtra (11.11%). There are very few polygynous families (1.48%) in AP. The size and type of family influence education among the tribal children, as the tribal child is an

economic asset in the family. In broken families the children would not able to spare their time to school due to the death/divorce of his/her parents. Similarly, in polygynous families also, the children lack proper care due to parental negligence. In some of the tribal communities, the children accompany their parents in their daily economic pursuits.

Present occupation

The opinion of the school leavers on their present occupation was elicited and analyzed. The data (table-8.9) show that 45.18% in Andhra Pradesh and 29.63% in Maharashtra are not satisfied with their present occupation. Majority of the school leavers (61.73%) is satisfied with the present occupation in Maharashtra where as 38.52% in AP expressed satisfaction with the present occupation.

Distance between native place and the school

Distance between the native place and the school where the school leavers have studied. The data (table-8.11) on the distance between the native place and the schools where the school leavers studied reveal that 84.44% in AP have studied in schools lying at a distance of less than 15km from their native place.

Problems at school

Out of 133 school leavers, 69.92% have not expressed any problem regarding ashram schools. However, the remaining school leavers expressed several problems (table-8.12) like irregular and inefficient teachers, bad quality of food, scarcity of water, lack of proper accommodation, lack of medical facilities, lack of electricity and poor quality of inputs. Among 133 school leavers, 20.30% have expressed problems with teachers as they are irregular and inefficient.

The opinion of the school leavers on the performance of the ashram schools is elicited and the data reveal that 52.63% in AP and 70.37% of the school leavers in Maharashtra have expressed satisfaction. Similarly

16.54% in AP and 12.35% of the school leavers in Maharashtra have not satisfied the performance of ashram schools. The remaining school leavers in both the states opined that the schools are moderate in their performance.

Reasons for leaving the school

On the basis of field studies and observations made in different parts of tribal areas in Andhra Pradesh, Mohan Rao (1999) has analysed several factors like lack of awareness about advantage and utility of education, poverty and subsistence level of economy, inaccessibility to good education, absence of mid-day meal scheme, medium of instruction, lack of basic facilities in educational institutions including audio-visual aids, lack of committed teachers, stereo-typed academic calendar, unsuitability of course content, lack of adequate facilities and personal care and local cultural traditions as responsible for large scale drop-out rate in various educational institutions in tribal areas.

The causes of dropouts have been studied from viewpoint of economical social, physical and educational problems. Despite the provision of the facility of free education in Ashram schools, the dropout rate among tribal children is high. It is a fact that the poor economic condition of tribals has been the major factor behind under utilization of educational facilities besides their ignorance, illiteracy and unawareness of the importance of education in their life.

The reasons for leaving the school as reported by the school leavers consist of harassment by teachers, parents' ill health, work in the field, domestic work, ill health, poverty, inaccessibility, grazing of cattle, looking after younger siblings, death of parents and early marriages. The data (table-8.13) reveal that the reasons for leaving the school a maximum number of school leavers (25.93%) in Andhra Pradesh and 30.87% in Maharashtra are failure in different classes and work in the field respectively. This is followed by poverty (23.70%) in Andhra Pradesh and

failure in studies (20.99%) in Maharashtra. The other major reasons in Andhra Pradesh are death of parents, agriculture work, domestic work, ill health and siblings' education in Andhra Pradesh and lack of interest in education and death of parents in Maharashtra. Most of the girl school leavers left the school due to domestic work, brother's education and early marriage. The reasons like failure in studies, harassment by teachers and inaccessibility of further education are directly related to functioning of schools. The data gathered from the school leavers reveal that they have left the school due to multiple reasons. Most of the reasons like poverty, parent's death, ill health of the student and the parent, cattle grazing and farm work directly or indirectly influenced by the surrounding ecological conditions. However, there are few other reasons which can be attributed as social factors such as early marriage, looking after younger children by elder children, harassment by teachers and so on.

However, the reasons reported by the parents consist of lack of interest among the children, attitude of towards tribal way of life, unemployment, necessity of additional hands in their livelihood, death of parents and lack of proper incentives

Uses of education

Due to isolation and lack of exposure the school leavers do not aware the importance of education. Their perception towards formal education is very limited. They have no specific goal of education A maximum number of school leavers 35.55% in Andhra Pradesh and 50.62% in Maharashtra perceived (table-8.14) that education is useful in life and to read and write respectively. Only 13.34% in Andhra Pradesh and 32.09% in Maharashtra expressed that education is to teach their children. Very few (4.19%) school leavers in Andhra Pradesh aware that education is necessary to get a job. Among the remaining school leavers 10.37% in Andhra Pradesh and 17.28% in Maharashtra expressed that education is useful to start petty business

Utilization of development programmes

Education helps in bringing awareness and builds capacity to avail development schemes being implemented by the Government. The data (table-8.15) reveal that 51.13% in A.P and 74.07% of the school leavers in Maharashtra have not availed any benefits from their respective government agencies. Only 48.87% in A.P and 25.93% of the school leavers in Maharashtra have utilized the development schemes. Out of these beneficiaries getting agricultural inputs and fishing nets in A.P and goat/sheep and petty business in Maharashtra are the maximum number of benefits availed by the school leavers. Most of the school leavers expressed to have special training programmes for unemployed youth in various occupational and income generating schemes.

The major reasons for dropouts and wastage of school leavers are absence of vocational training and craft education. The school leavers without suitable occupation they could not able to work hard and adjust to the local situation. They are not able to utilize their services to the society. It is better to encourage income-generating activities in non-farm sector among the school leavers. It is necessary to motivate and educate them in availing and proper utilization of development measures being provided by the government.

Table -8 1: Ethnic Groups among the School Leavers

A : Andhra Pradesh

S. No	Ethnic Group	Districts in Andhra Pradesh				Total	%
		Adilabad	Khammam	Visakhapatnam	Warangal		
1	Kolam	9	-	-	-	9	6.67
2	Gond	19	-	-	-	19	14.07
3	Thoti	3	-	-	-	3	2.22
4	Pradhan	1	1	-	-	2	1.48
5	Hill Reddi	-	15	-	-	15	11.11
6	Koya	-	16	-	35	51	37.78
7	Konda Dora	-	-	11	-	11	8.15
8	Valmiki	-	-	13	-	13	9.63
9	Bagatha	-	-	8	1	9	6.67
10	Nocka Dora	-	-	1	-	1	0.74
11	Porja	-	-	2	-	2	1.48
Total		32	32	35	36	135	100.00

B : Maharashtra

S. No	Ethnic Group	Districts in Maharashtra				Total	%
		Amaravathi	Dhule	Gadchiroli	Thane		
1	Korku	22	-	-	-	22	27.16
2	Gond	1	-	5	-	6	7.41
3	Madia	-	-	6	-	6	7.41
4	Pardhan	-	-	1	-	1	1.23
5	Warli	-	-	-	11	11	13.58
6	Kotkari	-	-	-	12	12	14.81
7	Kokna	-	-	-	2	2	2.47
8	Bhil	-	21	-	-	21	25.93
Total		23	21	12	25	81	100.00

Table -8 2: School Leavers According to Gender

A : Andhra Pradesh

S. No	Gender	Districts in Andhra Pradesh				Total	%
		Adilabad	Khammam	Visakhapatnam	Warangal		
1	Male	27	27	28	31	113	83.70
2	Female	5	5	7	5	22	16.30
	Total	32	32	35	36	135	100.00

B : Maharashtra

S. No	Gender	Districts in Maharashtra				Total	%
		Amaravathi	Dhule	Gadchiroli	Thane		
1	Male	22	19	10	19	70	86.42
2	Female	1	2	2	6	11	13.58
	Total	23	21	12	25	81	100.00

Table -8.3: School Leavers According to Their Age-group

A : Andhra Pradesh

S. No	Age in years	Districts in Andhra Pradesh				Total	%
		Adilabad	Khammam	Visakhapatnam	Warangal		
1	13 - 16	7	5	3	1	16	11.85
2	17 - 20	15	11	9	15	50	37.03
3	21 - 24	4	8	12	6	30	22.22
4	25 - 28	2	2	10	8	22	16.30
5	29 - 32	4	4	-	5	13	9.64
6	33 - 36	-	1	1	1	3	2.22
7	37 - 40	-	-	-	-	-	0.00
8	41 - >	-	1	-	-	1	0.74
Total		32	32	35	36	135	100.00

B : Maharashtra

S. No	Age in years	Districts in Maharashtra				Total	%
		Amaravathi	Dhule	Gadchiroli	Thane		
1	< - 12	6	-	-	-	6	7.41
2	13 - 16	11	7	-	4	22	27.16
3	17 - 20	5	6	8	14	33	40.75
4	21 - 24	1	1	2	4	8	9.88
5	25 - 28	-	-	-	3	3	3.70
6	29 - 32	-	1	-	-	1	1.23
7	33 - 36	-	2	1	-	3	3.70
8	37 - 40	-	4	1	-	5	6.17
9	41 - >	-	-	-	-	-	-
Total		23	21	12	25	81	100.00

Table -8.4: Marital Status among the School leavers

A : Andhra Pradesh

S. No	Marital Status	Districts in Andhra Pradesh				Total	%
		Adilabad	Khammam	Visakhapatnam	Warangal		
1	Unmarried	18	13	17	16	64	47.41
2	Married	11	18	17	20	66	48.89
3	Widowed	-	-	1	-	1	0.74
4	Divorced/ Separated	3	1	-	-	4	2.96
Total		32	32	35	36	135	100

B : Maharashtra

S. No	Marital Status	Districts in Maharashtra				Total	%
		Amaravathi	Dhule	Gadchiroli	Thane		
1	Unmarried	15	11	6	17	49	60.50
2	Married	7	10	6	8	31	38.27
3	Widowed	-	-	-	-	-	-
4	Divorced/ Separated	1	-	-	-	1	1.23
Total		23	21	12	25	81	100.00

Table -8 5: Educational Status of the School Leavers

A : Andhra Pradesh

S. No.	Class	Districts in Andhra Pradesh				%	
		Adilabad	Khammam	Visakhapatnam	Warangal		
1	3 - 5 th Class	12	7	4	3	26	19.25
2	6 - 7 th Class	6	5	7	4	22	16.29
3	7th failed	1	3	1	4	9	6.68
4	8 - 10th class	11	1	3	5	20	14.83
5	10th failed	2	11	7	10	30	22.22
6	10th passed	-	4	4	8	16	11.85
7	Intermediate	-	1	5	-	6	4.44
8	Inter failed	-	-	3	2	5	3.70
9	Degree	-	-	1	-	1	0.74
	Total	32	32	35	36	135	100.00

B : Maharashtra

S. No.	Class	Districts in Maharashtra				Total	%
		Amaravathi	Dhule	Gadchiroli	Thane		
1	3 - 5 th Class	11	6	6	3	26	32.10
2	6 - 7 th Class	3	3	-	2	8	9.88
3	7th failed	1	-	3	1	5	6.17
4	8 - 10th class	4	8	2	7	21	25.93
5	10th failed	4	2	-	8	14	17.28
6	10th passed	-	1	-	4	5	6.17
7	Intermediate	-	-	-	-	-	-
8	Inter failed	-	1	1	-	2	2.47
9	Degree	-	-	-	-	-	-
	Total	23	21	12	25	81	100.00

Table -8 6: Year-wise Distribution of School Leavers

A : Andhra Pradesh

S. No	No of years	Districts in Andhra Pradesh				Total	%
		Adilabad	Khammam	Visakhapatnam	Warangal		
1	< - 2	5	8	7	7	27	20.00
2	3 - 4	9	9	8	6	32	23.70
3	5 - 6	5	4	8	7	24	17.78
4	7 - 8	4	2	3	1	10	7.41
5	9 - 10	4	1	3	3	11	8.15
6	11 - 12	3	-	2	6	11	8.15
7	13 - 14	-	-	2	3	5	3.70
8	15 - 16	-	1	1	3	5	3.70
9	17 - >	2	7	1	-	10	7.41
Total		32	32	35	36	135	100.00

B : Maharashtra

S. No	No. of years	Districts in Maharashtra				Total	%
		Amaravathi	Dhule	Gadchiroli	Thane		
1	< - 2	7	10	3	6	26	32.10
2	3 - 4	6	3	2	10	21	25.93
3	5 - 6	4	-	3	6	13	16.05
4	7 - 8	3	-	1	1	5	6.17
5	9 - 10	2	1	2	2	7	8.64
6	11 - 12	1	1	-	-	2	2.47
7	13 - 14	-	-	-	-	-	-
8	15 - 16	-	6	1	-	7	8.64
9	17 - >	-	-	-	-	-	-
Total		23	21	12	25	81	100.00

Table -8.7 Size of Family Among the School Leavers

A : Andhra Pradesh

S. No	Size of the family	Districts in Andhra Pradesh				Total	%
		Adilabad	Khammam	Visakhapatnam	Warangal		
1	Single	2	-	-	-	2	1.48
2	2 - 3	10	10	19	6	45	33.33
3	4 - 5	6	8	12	12	38	28.15
4	6 - 7	11	9	2	14	36	26.67
5	8 - 9	3	4	2	2	11	8.15
6	10 - 11	-	1	-	1	2	1.48
7	12 - >	-	-	-	1	1	0.74
Total		32	32	35	36	135	100.00

B : Maharashtra

S. No	Size of the family	Districts in Maharashtra				Total	%
		Amaravathi	Dhule	Gadchiroli	Thane		
1	Single	-	2	1	2	5	6.18
2	2 - 3	6	7	4	15	32	39.51
3	4 - 5	10	9	5	6	30	37.03
4	6 - 7	4	1	2	2	9	11.11
5	8 - 9	1	1	-	-	2	2.47
6	10 - 11	1	1	-	-	2	2.47
7	12 - >	1	-	-	-	1	1.23
Total		23	21	12	25	81	100.00

Table -8.8 Types of Family Among the School Leavers

A : Andhra Pradesh

S. No	Type of family	Districts in Andhra Pradesh				Total	%
		Adilabad	Khammam	Visakhapatnam	Warangal		
1	Nuclear	16	16	25	19	76	56.30
2	Joint	6	10	4	13	33	24.44
3	Broken	9	5	6	4	24	17.78
4	Polygynous	1	1	-	-	2	1.48
Total		32	32	35	36	135	100.00

B : Maharashtra

S. No	Type of family	Districts in Maharashtra				Total	%
		Amaravathi	Dhule	Gadchiroli	Thane		
1	Nuclear	9	12	8	9	38	46.91
2	Joint	13	6	4	11	34	41.98
3	Broken	1	3	-	5	9	11.11
4	Polygynous	-	-	-	-	-	-
Total		23	21	12	25	81	100

Table - 8.9 Opinion of the School Leavers on Their Present Occupation

A : Andhra Pradesh.

S. No.	Opinion	Districts in Andhra Pradesh				Total	%
		Adilabad	Khammam	Visakhapatnam	Warangal		
1	Satisfied	17	12	12	11	52	38.52
2	Not satisfied	12	15	15	19	61	45.18
3	Unable to judge	3	5	8	6	22	16.30
	Total	32	32	35	36	135	100.00

B : Maharashtra

S. No.	Opinion	Districts in Maharashtra				Total	%
		Amaravathi	Dhule	Gadchiroli	Thane		
1	Satisfied	13	15	10	8	46	58.83
2	Not satisfied	6	-	1	17	24	28.23
3	Unable to judge	4	6	1	-	11	12.94
	Total	23	21	12	25	81	100.00

Table - 8 10: Distribution of Income Among the School Leavers

A . Andhra Pradesh

S. No	Income (Rs. per Annum)	Districts in Andhra Pradesh				Total	%
		Adilabad	Khammam	Visakhapatnam	Warangal		
1	< - 5000	8	12	12	2	34	25.19
2	5001 - 7000	13	8	15	3	39	28.89
3	6001 - 9000	4	2	4	10	20	14.82
4	9001 - 11000	4	4	3	15	26	19.26
5	11001 - 13000	3	1	-	1	5	3.70
6	13001 - 15000	-	2	-	3	5	3.70
7	15001 - >	-	3	1	2	6	4.44
Total		32	32	35	36	135	100.00

B : Maharashtra

S. No	Income (Rs. per Annum)	Districts in Maharashtra				Total	%
		Amaravathi	Dhule	Gadchiroli	Thane		
1	< - 5000	9	8	3	12	32	39.51
2	5001 - 7000	4	1	3	5	13	16.05
3	6001 - 9000	2	-	-	3	5	6.17
4	9001 - 11000	2	1	2	3	8	9.88
5	11001 - 13000	1	3	1	-	5	6.17
6	13001 - 15000	-	-	-	1	1	1.23
7	15001 - >	5	8	3	1	17	20.99
Total		23	21	12	25	81	100.00

Table-8.11: Distance Between the Native Place and the School

A : Andhra Pradesh

S. No	Distance (in Kms.)	Districts in Andhra Pradesh				Total	%
		Adilabad	Khammam	Visakhapatnam	Warangal		
1	< - 5	6	8	6	7	27	20.00
2	6 - 10	14	11	10	13	48	35.55
3	11 - 15	7	10	12	10	39	28.89
4	16 - 20	4	3	1	3	11	8.15
5	21 - 25	1	-	5	2	8	5.93
6	26 - >	-	-	1	1	2	1.48
Total		32	32	35	36	135	100 00

Table -8.12: Opinion and Problems of the School Leavers on the Ashram Schools
A . Andhra Pradesh

S No	Opinion and Problems	Districts in Andhra Pradesh				Total	%
		Adilabad	Khammam	Visakhapatnam	Warangal		
I Opinion							
1	Satisfactory	25	9	21	15	70	51.85
2	Moderate	4	19	7	12	42	31.11
3	Not Satisfactory	3	4	7	9	23	17.04
<i>Total</i>		32	32	35	36	135	100.00
II Problems							
1	Water scarcity	1	-	2	5	8	6.02
2	Quality of food	3	2	6	4	15	11.28
3	Teachers	5	5	6	11	27	20.30
4	Accommodation	-	3	2	2	7	5.26
5	Lack of electricity	-	-	1	1	2	1.50
6	Lack of medical aid	2	-	1	-	3	2.26
7	Inputs (incentives)	1	-	1	-	2	1.50
8	None	24	23	24	22	93	69.92

B : Maharashtra

S. No	Opinion and Problems	Districts in Maharashtra				Total	%
		Amaravathi	Dhule	Gadchiroli	Thane		
I Opinion							
1	Satisfactory	14	15	10	18	57	70.37
2	Moderate	6	3	1	4	14	17.28
3	Not Satisfactory	3	3	1	3	10	12.35
<i>Total</i>		23	21	12	25	81	100.00

Table -8.13 Reasons for Leaving the School as Reported by the School Leavers

A : Andhra Pradesh

S. No	Reasons	Districts in Andhra Pradesh				Total	%
		Adilabad	Khammam	Visakhapatnam	Warangal		
1	Failed	1	15	6	13	35	25.93
2	Harassment by teachers	1	1	1	2	5	3.70
3	Parent's ill health	1	7	2	2	12	8.89
4	Work in the field	3	1	3	4	11	8.15
5	Household work	3	1	3	4	11	8.15
6	Ill health	7	-	4	2	13	9.63
7	Poverty	3	4	13	12	32	23.70
8	Schoolinaccessible	2	3	1	-	6	4.44
9	Cattle rearing	1	-	1	2	4	2.96
10	Sibling's education	-	2	7	-	9	6.67
11	Not interested	3	4	-	-	7	5.19
12	Death of parents	5	5	6	3	19	14.07
13	Marriage	2	3	2	3	10	7.41

B : Maharashtra

S. No	Reasons	Districts in Maharashtra				Total	%
		Amaravathi	Dhule	Gadchiroli	Thane		
1	Failed	3	6	1	7	17	20.99
2	Harassment by teachers	1	-	-	-	1	1.23
3	Parent's ill health	-	-	-	1	1	1.23
4	Work in the field	13	6	5	1	25	30.87
5	Household work	1	-	-	-	1	1.23
6	Ill health	-	-	-	3	3	3.70
7	Poverty	1	4	1	8	14	17.28
8	School inaccesble	-	-	2	-	2	2.47
9	Cattle reraing	2	-	-	-	2	2.47
10	Sibling's Education	-	-	-	2	2	2.47
11	Not interested	1	4	1	-	6	7.41
12	death of parents	-	1	1	2	4	4.94
13	Marriage	1	-	-	-	1	1.23

Table -8.14: Advantages of Education as Perceived by the School Leavers

A . Andhra Pradesh

S No	Uses of education	Districts in Andhra Pradesh				Total	%
		Adilabad	Khammam	Visakhapatnam	Warangal		
1	To read and write	9	-	7	-	16	11.85
2	Petty business	2	1	5	6	14	10.37
3	To educate others	-	-	8	-	8	5.93
4	To get job	1	4	1	1	7	4.19
5	To teach children	4	2	4	-	10	7.41
6	Better occupation	5	4	8	10	27	20.00
7	Office works	1	-	6	-	7	5.19
8	Useful in life	13	12	5	18	48	35.55
9	Don't know/ None	4	13	2	3	22	16.30

B : Maharashtra

S. No	Uses of education	Districts in Maharashtra				Total	%
		Amaravati	Dhule	Gadchiroli	Thane		
1	To read and write	13	7	8	13	41	50.62
2	Petty business	-	5	2	7	14	17.28
3	To educate others	-	-	-	-	-	-
4	To get job	-	-	-	-	-	-
5	To teach children	10	9	2	5	26	32.09
6	Better occupation	-	-	-	-	-	-
7	Office works	-	-	-	-	-	-
8	Useful in life	-	-	-	-	-	-
9	Don't know/ None	-	-	-	-	-	-

Table -8 15 · Utilization of Developmental Programmes by the School Leavers
A : Andhra Pradesh

S. No	Developmental programme	Districts in Andhra Pradesh				Total	%
		Adilabad	Khammam	Visakhapatnam	Warangal		
I	Not Utilized	21	15	16	16	68	50.37
II	Utilized	11	17	19	20	67	49.63
1	Diesel engine	3	8	-	1	12	8.89
2	Agricultural loan	4	8	13	11	36	26.67
3	Goat/sheep/Bulls	4	3	1	1	9	6.67
4	Business	2	3	-	7	12	8.89
5	Govt. Service	-	1	-	-	1	0.74
6	Benzo/Music instruments	-	-	-	2	2	1.48
7	House loan	1	1	7	-	9	6.67
8	Fishing net	-	4	-	37	41	30.37
9	Others	-	-	1	-	1	0.74

B · Maharashtra

S. No	Developmental programme	Districts in Maharashtra				Total	%
		Amaravathi	Dhule	Gadchiroli	Thane		
I	Not Utilized	18	18	8	16	60	74.07
II	Utilized	5	3	4	9	21	25.93
1	Diesel engine	1	1	-	-	2	2.43
2	Agricultural loan	3	-	-	-	3	3.70
3	Goat/sheep/Bulls	1	2	-	2	5	6.17
4	Poultry	-	-	-	1	1	1.23
5	business	-	-	3	1	4	4.94
6	Govt. Service	-	-	1	1	2	2.46
7	Benzo/Music instruments	-	-	-	3	3	3.70
8	House loan	-	-	-	1	1	1.23

SUMMARY AND CONCLUSIONS

An evaluation on functioning of Ashram Schools in Tribal areas of Andhra Pradesh and Maharashtra has been undertaken to determine the extent to which aims and objectives and the reasons therefore. The study intends to improve both the planning and execution of programmes and to consider changes in the policy if necessary. The ashram school programme implies the conversion of given human financial and other resources as inputs through a process in to some desired outputs such as boarding, accommodation and education which in turn influences or effects a change in a desired direction. Thus, it has a relationship between the inputs and outputs are to see whether such relationships or model remains valid throughout the evaluation of the project.

The list of Ashram Schools, their school children and the associated tribal parents are the sampling frame of the study. The ashram schools, the school going children and the tribals who left the Ashram School after completing their education are the units of sampling. The selection of sample is based on multi-stage random sampling method.

The study includes 16 ashram schools in 4 districts of Andhra Pradesh and 16 ashram schools in 4 districts of Maharashtra. The sample include 8 schools managed by the government and 8 schools under different non-government organizations and of which 8 basic schools and 8 post-basic schools in Maharashtra. The data for the study are gathered from both primary and secondary sources. The primary data are collected through anthropological fieldwork.

Ashram School Education

The concept of Ashram School stemmed from the objectives of providing an atmosphere in which the inmates are offered full opportunities to develop their personality and out-look marked with a high sense of responsibility towards their own community. The Ashram School combines both functional and literary aspects based on education relieving the tribal parent off the burden of feeding, clothing his school-going children besides, providing a congenial school environment. The growth of ashram schools in many states is not proportionate to the percentage of scheduled tribes population. The growth was relatively more in the States of Andhra Pradesh and Maharashtra whereas in Madhya Pradesh with the highest concentration of tribal population the number of Ashram Schools did not show the proportionate increase.

To begin with the Ashram Schools, the scheme was a central one, operated by the states. Despite this fact, their structure, functioning and objectives widely vary among the states to such an extent that it is really difficult to find similarities in their working pattern or in resource allocation. Vocational or craft education, strongly envisaged to be implemented in the ashram schools, has not taken roots, except in a few schools in Maharashtra and Gujarat.

Ashram Schools in Andhra Pradesh

The State of Andhra Pradesh with 41.99 lakhs (6.32%) of total population) of Scheduled Tribe population, has largest tribal concentration in South India. The major investment is on tribal

education consisting of Rs. 3,047.75 lakhs spending on 451 ashram schools having 54,807 boys 19,820 girls (Ministry of Welfare, 1996). There is a phenomenal growth of Ashram Schools in Andhra Pradesh their distribution pattern in different districts shows lack of rational and proper planning. Similarly, there is no relation between tribal literacy level and provision of Ashram Schools or vice-versa. The reasons for disparity in distribution of Ashram Schools can be attributed to political and administrative factors.

Among the selected 16 ashram schools, 8 schools are primary, 4 schools are upper primary, and the remaining 4 schools are secondary schools. There are 3759 students consisting of 2380 boys and 1379 girls studying in selected 16 ashram schools. The sex ratio among the students is around 2: 1. There are 287 boys and 175 girls as dropouts in the schools. The data reveals that the enrolment of girl children among the tribals is not encourage as they have more domestic responsibilities than boys and the parents are not interested in their education.

Ashram Schools in Maharashtra

The total tribal population in the State of Maharashtra as per 1991 census is 73.18 lakhs, which accounts to 9.27 percent of the total population of the State. The government of Maharashtra has taken special interest in tribal education. Quite a few non-governmental agencies engaged in tribal development have also established their ashram schools.

There are at present 721 ashram schools for tribals and out of these, 409 ashram schools are run by the government and 312 are aided ashram schools run by non-government organizations. The enrolment of students in these ashram schools is 2.48 lakhs including 1.29 lakh boys and 0.65 lakh girls as residents of the schools. An outlay of Rs. 3,861.91 lakhs has been provided for this important sector for carrying out various educational schemes.

Administration of Ashram Schools

In the area of education, the State Governments have been allocating resources under TSP to education sector to improve access to education by the tribals. Ashram Schools are placed under the control of District Tribal Welfare Officer/ Project Officer, ITDP. Integrated Tribal Development Agency, which advises government about all the welfare programmes including education in its jurisdiction. The technical control i.e., prescribing syllabus, teaching, conducting examinations etc. remains with the Education Department. The Project Officer coordinates the work of different implementing agencies.

In the case of selection of teachers by the Tribal Welfare Department through ITDA in its schools such as single teacher schools and Ashram schools, a different policy is followed. The selection policy for each ITDA varies and autonomy is given to respective ITDAs to formulate standardized norms. During 1985-86, 3,500 single-teacher schools, called "Girijan Vidya Vikas Kendras" were established, appointing local tribal educated youth as teachers in interior and inaccessible villages.

At school level, the Head Master and teachers are responsible for institutional planning, following the curriculum design and teaching schedule. The process of monitoring and supervision, maintenance of records and quality of food were observed by the investigators at the school and hostel level and the qualitative data were analysed for the understanding of management at grass root level.

The basic information is to be displayed in every school and most of the schools are not implemented it strictly. It is observed that 5 schools in Andhra Pradesh and 9 schools in Maharashtra displayed the basic information in their office rooms, academic time-table is displayed in 6 schools in Andhra Pradesh and 10 schools in Maharashtra. The maintenance of school registers is also poor in most of the schools. Only 4 schools in Andhra Pradesh and 13 schools in Maharashtra maintain school registers properly.

The head master has to supervise teaching in schools. It is observed that the Head masters supervise class room teaching in only 2 schools in Andhra Pradesh and 13 schools in Maharashtra. The Head master and the teachers have responsibility to increase the enrolment of students in ashram schools. It is observed that the Head masters in only 6 schools in Andhra Pradesh and 11 schools in Maharashtra are interested in improving enrollment of students. Even the staff meetings are not held regularly. Three schools in Andhra Pradesh and 10 schools in Maharashtra organize staff meetings in every month and the other schools organize meetings whenever they feel necessary.

The wardens have to supervise hostel activities including serving of food. But, only in 6 schools of Andhra Pradesh and all the schools in Maharashtra, the wardens supervise while of serving cooked food. Most of the wardens did not stay at the place of work and hence they arrange elder students to look after the younger. The supply and quality of material like soaps, and coconut oil are poor in Andhra Pradesh than in Maharashtra. It is informed that the wardens have to spend money in ITDA Office for clearing bills and DTWO gets monthly bribes from each Hostel warden in Andhra Pradesh.

It is observed that hostel records are properly maintained in only 4 schools in Andhra Pradesh and 12 schools in Maharashtra. There is a gap between actual attendance and attendance on records in ashram school hostels. The Head master has to forward the bills in Andhra Pradesh and the Warden has mutual understanding with the Head master. The post of warden is on rotation basis in Andhra Pradesh. Some times, less qualified teachers particularly tribal teachers become wardens on rotation and they are not able to prepare hostel bills and maintain records properly.

The quality of hostel, and education in ashram school are closely related. The investigators' observations reveal that the quality of food in 8 schools in Andhra Pradesh and 3 schools in Maharashtra is poor and one school in each state is moderate. The maintenance of quality of food is very difficult due to several factors like pilferage, corruption, misuse

and lack of trained staff and proper inputs. The Govt. has prescribed rules and regulations for menu, sources and purchase of material, timings etc. However there is no proper mechanism to check and maintain the quality of food In Maharashtra, the menu includes more number of pulses and this should be extended to schools in Andhra Pradesh.

A major conclusion drawn by most of the studies on administration of incentives is that there is absence of monitoring mechanism. Administration of incentives need to be streamlined so that these are available to all the deserving scheduled tribes and also given in time. Community must be involved in the monitoring of the schemes.

Teacher competency building was one of the important interventions in development of education. Institutional support was established for regular in-service training and orientation at State, ITDA, Cluster and school levels. Due to irregular and inadequate training inputs and also because of the high trainer-trainee ratio, heterogeneity of the group, lack of hands on practice and other logistic problems, the training had limited effectiveness

The role of School Complex in the tribal area assumes special importance in view of the many problems like ineffective and centralized management system, low participation, ineffective functioning of schools, poor educational qualifications of teachers and lack of regular academic supervision and monitoring of schools. This should be strengthened and made more effective for academic improvement.

The administration of ashram schools involves number of problems as it includes both school and hostel. Both hostel and school are two different subjects managed by two different departments at ITDA and Block level. As the hostel involves lot of running expenditure, it creates several problems. Both education and hostel should be under a single authority unlike DTWO in Andhra Pradesh. Further, supervisory/inspection powers should be given to district level officials like in Maharashtra.

Infrastructural Support

The enrolment figures available at State level indicate satisfactory performance, but the situation is different at field level. Inspite of good net work of mini primary schools in most of tribal villages/ hamlets and other type of educational institutions and package of incentives, enrolment of tribal children is discouraging when efforts for universalisation of primary education are being intensified.

Infrastructure in Andhra Pradesh

Necessary infrastructure are being provided for boarding and lodging facilities in order to lessen the burden of the poor tribal parent, to avoid absenteeism and to have better education. A medical kit, teaching aids, play material, furniture and contingencies are also supplied to each school. Residential quarters for teaching staff are provided for most of the schools. A warden is appointed to look after the hostel and he purchases the material required for the hostel and submits accounts to the District Tribal Welfare Officer, (DTWO) through the Head Master of the Ashram School.

The data indicate that out of 16 schools in Andhra Pradesh 15 schools have pucca buildings, but most of the schools had no furniture and sufficient space for running classes. Nine out of 16 schools have residential quarters for teachers. However, most of the quarters are vacant as the quarters have poor facilities and the teachers desire to reside in the nearby towns. About 75% of the schools have no toilet and bathroom facility and hence, the children defecate in nearby places and bathing near the source of water.

Maintenance of personal hygiene among the tribal children is poor. The inputs like soaps, bedding material, school uniform, hair oil, etc. are not supplied regularly and they are poor in quality and quantity in AP than Maharashtra. No school is followed the prescribed menu suggested by the government. The medical facilities extended to the children

studying in tribal ashram schools are not satisfactory. The Primary Health Centers located in tribal areas are not fully equipped and working properly and some of the PHCs are located at far away places and they are not easily accessible. The health status of the children has much effect on the functioning of tribal ashram schools.

The introduction of incentive programmes have undoubtedly contributed in drawing children to school in addition to bringing stability in their retention. Though the government takes all precautions in prescribing quality of incentives some of the target group members are not satisfied due to financial limitations and lapses in its implementation. The incentives are to be supplied in time for the success of intended objectives of the scheme.

Infrastructure in Maharashtra

The government of Maharashtra provides all infrastructural facilities including boarding expenses to the ashram schools run under the government. There are more than 40 NGOs running ashram schools in different districts of Maharashtra. The per capita spending on each student studying in NGO School is less than the per capita spending in government school and this indicates the quality of food and facilities in both the categories of schools.

Accommodation, giving home work, providing study hours, supervision by the teaching staff during study hours, playing games and getting prizes are better in NGO schools than government schools. Both the categories of schools have First Aid Box. The government schools have better facilities than the NGO schools. Six schools under each category are electrified. Very few schools in both categories have toilet and bath room facilities in the hostels. Scarcity of water also exists in some of the schools. Accommodation is insufficient in 7 NGO schools and 3 Govt. schools. The facility of cooking gas has been provided in two schools under each category.

The quality of food served in the ashram schools is moderate in 6 schools under each category. However, the quality of food is poor in one NGO School and 2 government schools. Only one NGO School serves better quality of food following the prescribed menu as per the official norms. Most of the schools are not using vegetables in food, but they use only pulses.

One of the major components in the concept of Ashram schools is both teacher and student residing with in the school premises for teaching-learning purposes. However, contrary to the concept most of the teachers are not residing in/near the school, the very purpose of ashram school lost its validity. Several factors on both administrative side and teacher side contribute teachers to stay away from the school. Residential quarters are available in 6 NGO schools and 5 Govt. schools. In NGO schools, though they have quarters the teachers adjust to stay in the school premises and spend both school and non-school hours towards the amenities of the school.

The forest ecology is seen influencing the quality and quantity of tribal literacy. There are several other factors including socio-cultural, economic, administrative and other factors, which contribute to the low literacy of tribals. The location and distribution of schools in forest areas, forest policy, seasonal variations, natural resources and occupational patterns, nature of isolation, school environment, academic curriculum, health and the way of curing diseases and cultural ecology influence education among the tribals, who inhabit in the forest ecology.

Teachers in Ashram School

The Govt. of Andhra Pradesh has specially recruited teachers from tribal communities, thinking that they can stay in tribal areas and impart better education with better understanding of their own community. However, the hypothesis of tribal teachers working in tribal areas may produce good results is disproved. Among the teachers

58.33% in Andhra Pradesh and 42.9% in Maharashtra belong to various categories of Scheduled tribes. However, the figures vary in non-government schools and only 18.42% of the teachers belong to various categories of Scheduled tribes. There is no reservation policy being implemented in schools run by NGOs. It is interesting to note that the performance of teachers working in NGO schools is better than the teachers working in Govt schools.

There is 33 per cent of reservation for women in recruitment of teachers in Andhra Pradesh. Besides, different programmes like OBB, DPEP etc., also have been given priority in recruiting women for the post of teachers. However, the situation is different in tribal areas. Among the teachers, 90.41% in AP and 88.73% in NGO schools and 84.27% in Govt. schools of Maharashtra are males. Though the numerical strength of students in both categories of schools is almost same, the total number of teachers working in government schools is more than in NGO schools. Hence, the student-teacher ratio comes to 36:1 in NGO schools and 29:1 in government schools.

The policy of recruiting teachers, the payment and other benefits to the teachers differ between the two categories of schools. In most of the NGO schools, the teachers do not stay for longer period and whenever they get jobs in government schools, they leave NGO schools. The teachers working in NGO schools are mostly young and perform duties with team spirit. Among the teachers, 63.02% in Andhra Pradesh and 67.12% in Maharashtra are below the age of 35 years. However, 86.84% of the teachers in NGO schools are below the age of 35 years and the same age group is very less in government schools (45.72%). The difference may be due to teachers get jobs early in NGO schools. More than 90% of the teachers in both the States belong to Hindu religion.

The qualifications and process of selection of teachers particularly from tribal communities vary from State to State and time to time. 20.54% of the teachers in AP have qualification of SSC with TTC and below. In the case of Maharashtra 48.58% of the teachers in Govt.

schools and 21.05% of the teachers in NGO schools have 10th class with D.Ed. and the variation is due to change in Govt. policies. The teachers working in NGO schools have higher qualifications than in Govt. schools in Maharashtra.

Most of the tribal teachers have no interest even to improve their educational qualifications. Out of 73 teachers 43.84% in AP and 31.42% out of 35 teachers in Govt. schools of Maharashtra have improved their qualifications and this variation may be due to recruitment of teachers from tribals having less qualifications in AP. In NGO schools, most of the teachers have more than minimum qualification and there is no provision for Govt. sponsorship for in-service training programmes. Hence, very few teachers (10.52%) have improved their qualifications and this may be through distance education.

Some of the teachers have experience of working in private schools before their selection as teachers in Govt. schools. Among the teachers 68.49% in AP and 39.9% in Govt. schools of Maharashtra have less than 5 years of experience. Most of the teachers are reluctant to work in tribal areas and as soon as they get some experience, they try to get transfer to nearby towns or non-tribal areas. It is not possible in NGO schools. Out of 38 teachers in NGO schools 76.35% of them have less than 5 years of experience. Most of the teachers have a mindset that the tribals live in forest areas and they are not fit for formal education. Hence, efforts should be brought among the teachers to change their mind set and to work with commitment.

The salary structure varies from State to State. Some times the Government pays consolidated amount of salary during the initial period of two to three years after recruitment. The teachers constituting 82.19% in Andhra Pradesh and 75.34% in Maharashtra get monthly salary ranging from Rs. 2001 to 5000. Though the Government has prescribed norms in sanction, salary and recruitment of teachers in NGO schools, some of the NGOs are not following the norms strictly.

The percentage of unmarried teachers is more in Maharashtra (39.47%) than in Andhra Pradesh. The teachers constituting 75.34% in AP and 93.15% in Maharashtra have less than 6 members per family. The high percentage of small families in Maharashtra indicates high percentage of nuclear families. It is observed that even the local tribal teachers shifted their families to nearby urban centres after getting job.

People say that the performance of any school depends on the commitment of teachers towards school. The performance of schools is not satisfactory, as most of the teachers working in tribal areas are not residing at the place of their work. Only 42.47% of the teachers in Andhra Pradesh and 41.09% in Maharashtra reside along with their families in villages where they are working. Teacher's place of residence influences the all round development of the child in both inside and outside the school.

It is observed that there is some distinction between tribal and non-tribal teachers in 13 schools in Andhra Pradesh and 2 schools in Maharashtra. It is interesting to note that all the teachers attend the school regularly in only 4 schools in Andhra Pradesh and 14 schools in Maharashtra. In some of the schools, teachers attend the school based on rotation or mutual understanding. In 14 schools of Andhra Pradesh and 2 schools in Maharashtra, the teachers come late and leave the school early, as they have to catch the bus with in time to reach their home. Getting promotion in service encourages a teacher. Among the teachers, 38.36% in Andhra Pradesh and 48.57% in Maharashtra got promotion in their service.

An open-ended question was asked to elicit information regarding precautions to be taken for academic improvement in schools. It is interesting to note that 73.97% of teachers in Andhra Pradesh and 11.43% of teachers working in Govt. schools and 31.58% in NGO schools of Maharashtra have not given any response. The remaining teachers

have given various suggestions like early admissions, preparation of academic plan, early completion of syllabi, taking extra classes, teacher-student interaction, personal supervision, teaching in local language, conducting regular periodical tests and home work.

Suggestions for better performance of ashram school education are elicited from the teachers. They have given various suggestions like provision of pucca buildings, separate building for hostel and school, sports material, library facilities, taking extra classes, providing timely incentives, trained teachers, study tours and teachers for physical education.

The GVVKs are one of the best accessible means of educating the tribal children and feeder schools to ashram schools. The output of these in most of the areas is not up to the mark and inturn they reduced the intake of admissions in Ashram schools due to various factors. There are several factors responsible for this state of affairs. It is informed that most of the teachers are ineligible having S.S.C appeared or failed. They have very low standard of knowledge and some of them have habit of drinking and irregular in formal work. Though they are posted in different villages, most of them reside either in their native villages or nearby Mandal head quarter or town.

The recruitment of candidates having minimum qualifications of S.S.C. appeared is meaningless, as there is no detention system in the earlier classes. Therefore, the S.S.C. failed candidates particularly in tribal schools may have the qualification of upper-primary level. The posting of such ineligible teachers to Upper-Primary and High Schools is another wrong step and this affected the entire educational system in the tribal areas of Andhra Pradesh.

The Teacher Training Course (TTC) provided by the District Institute of Educational Training (DIET) is also not much useful. Most of the teachers who deputed to undergo a training programme at the DIET are also irregular in attendance. The lecturers working in DIET to taught

TTC are also irregular and not interested in delivering duties properly. Hence, there is no much impact of TTC among the teachers in improving their academic skills. The teachers have political affiliations with different political leaders at different levels to protect their interests. The Project Education Councilors (PECs) appointed to supervise GVVKS are not discharging their duties properly. Two separate associations of teachers viz., Andhra Pradesh Teachers Federation (APTF) and Andhra Pradesh Tribal Welfare Teachers Association (APTWRA) are formed based on ethnic identity.

There are only two sub DIETs, one at Utnoor in Adilabad district and another at Paderu in Visakhapatnam district of Andhra Pradesh to provide in-service training to a large number of tribal teachers. These two DIET centres lack proper infra structure and not discharging necessary training inputs to the tribal teachers leading to poor quality of education.

Teacher is the backbone in education system. If a teacher is sincere and committed, he can educate children successfully even without infrastructure. Teachers occupy the key position in the school system. Teacher education programmes are more prescriptive and ritualistic rather than liberating, empowering and enriching. These need revamping. Review of the entire teacher education, especially of school and classroom management is urgently needed, involving people from social sciences and management. Expanding teacher resources through voluntary participation is very important, because almost 98% of the budget go into teachers' salary. The performance based promotions of teachers or teachers on contract with better remuneration will be more suitable in tribal areas.

The Parents and the Community

The wide disparity in educational levels not only among tribals of various districts is noticed but also among different tribal groups in the state. The age wise distribution of Head of the households of school going children reveal that 81.74% in AP and 96.39% in Maharashtra are in the age group between 31 to 45 years. Education of parents is a major

contributive factor in their children's education. There is more number of first generation learners in ashram schools. Still illiterates dominate in tribal societies. Among the respondents, 62.49% in AP and 63.69% in Maharashtra are illiterates. The adult literacy programme has very low impact on tribal societies, as there are very few neo-literates. Among the mothers of school going children, 95.19% in AP and 87.38% in Maharashtra are illiterates. There is negligible percentage of women neo-literates.

The major occupation of the tribals in both the states is agriculture constituting 89.42% in AP and 82.88% in Maharashtra. More (than 50% of the parents of school going children in AP (54.81%) and Maharashtra (52.25%) get less than Rs. 7000/- per annum. Only 44.23% of the families have no dropouts and the remaining families have one to five dropouts.

In order to introduce leadership and group dynamism among the members of the community, two village-level committees were formed. Village education committees and mothers committees were constituted to ensure community participation by directly intervening in the education of children. While the VEC is responsible for supporting the school system the mothers committee has the responsibility of managing the mid-day meals and ensuring regular attendance of the children.

The tribals feel it is the government's responsibility to provide the school-house. Due to the welfare policy that has been adopted for tribal development, their dependency on government has increased and they feel it is ~~the government that has~~ to provide every thing. Although they have a strong tradition of community maintenance of common properties, due to exogenous planning and routine implementation of developmental schemes and other welfare activities, the tribes slowly developed a dependency culture.

Parents-Teacher Associations are formed in only 4 schools in Andhra Pradesh and 6 schools in Maharashtra and the meetings are organized only in the first and last quarters of every academic year. It is

informed that it is difficult to organize meetings and the response of parents is also poor. The parents always busy with their livelihood and demand incentives for sending their children to school.

The data reveal that 90.6% of the parents expressed satisfaction in supply of text books where as only 10.4% of the parents expressed satisfaction in supply of free rice. More than 95% of the parents satisfied with the quality and mid-day meal scheme. However, 36.1% and 33.3% of the parents expressed dissatisfaction with the quality of clothing and hostel facilities respectively. The incentives are to be supplied in time for the success of intended objectives of the scheme. The parents of school going children expressed to have more facilities and incentives for sending their children to school.

Though several incentives are being provided for the education of tribal children, some of the parents are not sending their children to schools. 25.9% of the parents have not given any response regarding reasons for not sending their children to school even though, various incentives are being provided. Poor economic conditions make 22.5% of the parents not to send their children to school and 10.9% of the parents use their children to work in the fields. Some of the parents do not motivate or force their children to go to school and 12.2% of the parents expressed that their children are not interested in school education. 8.20% and 6.8% of the parents expressed that they are not sending their children to school due to insufficient and irregular supply of incentives respectively. The remaining parents informed reasons like ill health of children, irregular functioning of school, inaccessibility, overage and nomadic way of life for not sending their children to school regularly.

Students in Ashram School

Among the selected 16 ashram schools in Andhra Pradesh 8 schools are primary, 4 schools are upper primary and the remaining 4 schools are secondary schools. There are 3759 students consisting of 2380 boys and 1379 girls studying in the selected 16 ashram schools.

The sex ratio among the students is around 2:1. There are 287 boys and 175 girls as dropouts in the schools. The data reveal that the enrolment of girl children among the tribals is not encourage as they have more domestic responsibilities than boys and the parents are not interested in their education.

There are 1868 boys and 681 girls constituting around 3:1 ratio in NGO schools and 1628 boys and 922 girls constituting around 2:1 ratio in government schools. The decrease in the enrolment of girls in NGO schools may be due to poor accommodation and infrastructural facilities. Though the total number of students is same in both the categories of schools, there is some variation in the distribution of numerical strength in different classes.

The enrolment of students according to gender and class reveals that there are 3,759 students constituting 2,380 boys and 1,379 girls in the ashram schools under study in Andhra Pradesh. Similarly, the study covers 1868 boys and 681 girls with a total of 2,549 students, in NGO schools under study in Maharashtra. The Govt. schools in Maharashtra have 2,550 students constituting 1628 boys and 922 girls. The sex ratio among the students consists of 2:1 in Andhra Pradesh 3:1 in NGO schools and 2:1 in Govt. schools of Maharashtra. The sex ratio between the boys and girls is less in NGO schools than in Govt. schools. The increase of class and decrease in enrollment are positively correlated.

The distribution of students according to age, class and sex clearly reveal that some of the children with over age are admitted in ashram schools. It is reported that some of the interior schools have bogus enrolment to get benefit from the charges paid to the boarder by the Government. The over age is mostly due to late entry in to education, stagnation and introduction of new programmes like 'Back to School' etc. As the girls marry at early age, the over aged girls in higher classes are very few.

Out of 33 tribal groups in Andhra Pradesh the study covers 18 tribal groups distributed in the selected 4 districts. The largest number of students (37.19%) belongs to Koya followed by Gond (16.93%), Hill Reddi (9.19%), Konda Dora, Bhagata (6.76%) and other groups. The small communities like Nukadora, Kotia, Thoti and Andh constitute one student from each group. The study includes 4 primitive tribal groups (PTGs) such as Gadaba, Porja, Kolam and Pardhan. Only Koya students are distributed in more than one district such as Khammam and Warangal.

There are 47 tribal groups in Maharashtra and out of which the study covers 17 tribal groups including 2 primitive tribal groups. A maximum number of students (18.75%) belong to Bhil community followed by Korku (17.4%), Madia (12.95%), Gond (8.92%), Korku (7.16%) and other communities.

The government has prescribed admission capacity for each school depending on its infrastructure and neighbouring population. However, about half of the schools have enrolment than their respective intake capacity due to irregular distribution of schools and absence of pre-primary and primary schools. Regarding teacher-student ratio, there are 122 teachers working in 16 ashram schools, which have 3759 students, consisting of 1: 31. However, among the 16 schools the maximum teacher-student ratio is 1: 64 and the minimum teacher-student ratio is 1: 16 and this wide range of ratio shows the unequal distribution provision of teachers indifferent schools.

The distance between the school and students' native village varies between less than 1 km to 21 kms. Among the students 17.39% in Andhra Pradesh and 8.04% in Maharashtra belong to the same village where the school is located. If the distance between the school and the native place increases, the absenteeism also increases. The distance is more in the case of high / post basic schools as they are located at taluk/mandal head quarters and more population concentrated and roadside areas.

Due to absence of teaching and non-teaching staff during nights in some of the hostels, no body looks after the children. Among the boarders 78.74% in Andhra Pradesh and 90.63% in Maharashtra stay in ashram schools during nights. The remaining boarders stay in their home or relative's home during nights if the house is accessible in distance. The students constituting 77.29% in Andhra Pradesh and 82.14% in Maharashtra prefer PHC for medical treatment whenever they feel medically ill in ashram school.

The data reveal that 98.56% of the students in Andhra Pradesh and 100% in Maharashtra have black boards. Similarly, 79.71% in Andhra Pradesh and 99.56% in Maharashtra have charts and maps. Only 26.09% and 16.66% in Andhra Pradesh and 20.98% in Maharashtra have science and maths kits respectively. The percentages of students having teaching aids like models, science kit and maths kit are more in Andhra Pradesh than in Maharashtra. Due to lack of knowledge in using teaching aids, most of the teachers have no interest in maintaining and using them properly. The training inputs in using teaching aids are not being provided properly by the training institutions located in tribal areas.

The purchase of books and maintenance of libraries is the responsibility of the concerned officials and teachers / Head masters. The data reveal than 71.01% of the students in Andhra Pradesh and 65.63% of the students in Maharashtra have no library facility and the remaining students have library in school office room. The students need separate room for library as a facility to spend their leisure time and to improve their knowledge

Study tours provide good exposure and practical thinking to school children. Every school should arrange study tours as a part of academic development. As the tribal children are mostly isolated, they need such study tours. The data reveal that more than 80% of the students in both the States have no study tours. Similarly, picnics also provide some

interaction, exposure and personality development. Most of the teachers are not taking interest in arranging study tours/picnics as it involves responsibility, risk, and financial implications. 76% of the students in Andhra Pradesh and 71.88% in Maharashtra have not experienced such picnics.

Among the extra-curricular activities gardening is most important in the present days of ecological deterioration. It is very much necessary for the tribal children to inculcate knowledge about the importance of growing trees. Most of the schools in Maharashtra have no interest in development of school garden and making students to participate in gardening. It is observed that 8 schools in Andhra Pradesh and 6 schools in Maharashtra have regular gardening by the students.

The periodical unit tests are conducted regularly in only 4 out of 16 schools in Andhra Pradesh and in all the schools in Maharashtra. However, the remaining schools in Andhra Pradesh conduct unit tests not regularly and not in all subjects. The test papers are valued in only 12 schools in Andhra Pradesh and in all the schools in Maharashtra. However, progress reports are prepared and issued to students for the notice and signature of their parents in only 5 schools in Andhra Pradesh and all the schools in Maharashtra.

Student Committees are functioning in 8 schools in Andhra Pradesh and 9 schools in Maharashtra to perform various activities of school. Similarly, various duties shall be assigned to teachers for better performance of the school. The teacher in 7 schools of Andhra Pradesh and 12 schools in Maharashtra have duties on various activities like student discipline, academic activities, sports etc. But the teachers in 4 schools in Andhra Pradesh and 11 schools in Maharashtra discharge their duties regularly. It is interesting to note that the informal groups among the students are formed based on ethnic affiliation and it is observed in 6 schools of Andhra Pradesh and 7 schools in Maharashtra.

Providing vocational training is one of the major objectives of ashram school education. However, no school is providing vocational training except the ashram school in Amaravathi district of Maharashtra.

Homework is a part of co-curricular activity to make the student to study at home. The teachers in 23.67% of the schools in Andhra Pradesh and 17.40% of the schools in Maharashtra are not giving home work to the students. The frequency of homework increases from primary to high school and similarly basic to post basic classes.

The expected output of any school is the performance of the students in the examinations. An attempt has been made to conduct a performance test constituting of two simple questions from each subject viz. Social Studies, Science, Mathematics and General Knowledge among the students of 5th, 7th and 10th classes. A uniform question paper was prepared and included in the interview schedule and administered among the sample children to assess their performance. The subject-wise analysis of the performance test also reveals that the students in NGO schools performed better than the students in government schools. However, the marks obtained in the examinations conducted by the respective schools indicate different distribution of performance. The study clearly reveals that the government schools have better facilities with poor educational performance and the NGO schools have poor facilities with better educational performance. The government can encourage more number of schools under NGOs by providing better facilities for better output and performance.

The world view of the tribal child is limited due to isolation and lack of exposure and communication facilities. The data reveal that 34.78% of the students in Andhra Pradesh and 56.70% in Maharashtra aspired to study upto 10th class. The immediate professional model for the tribal child is teacher as his/her knowledge is limited. The data reveal that 42.56% of the students in Andhra Pradesh and 28.13% in Maharashtra aspired to become school teachers in their career.

The ashram school intends to educate and develop the tribal children in a holistic perspective. But the schools lack training in vocational and craft education. Further, the schools have no proper co-curricular and extra-curricular activities to provide exposure to the child to develop skills among the tribal children. Unless teachers stay at the place of work, they are not able to spare time fully towards these activities.

A Profile of School Leavers

The dropout rate among the day-scholars is much higher as compared to that among the inmates of ashram schools. Although parent's economic background is not significantly related to the rate of dropout, it exerts its influence indirectly. There are many personal and family reasons for more number of girls discontinuing their education midway.

The school leavers include those who completed and left the school at different levels of education viz., primary, upper primary and secondary in Andhra Pradesh and basic and post-basic in Maharashtra. The school leavers belong to 12 tribal communities in Andhra Pradesh and 8 tribal communities in Maharashtra. Sex wise distribution of school leavers reveal that 83.70% in AP and 86.42% in Maharashtra are males. This indicate that very few females have completed school final as most of the girl students discontinued their studies even without completing the school final.

The age wise distribution of school leavers reveals that 71.1% in AP and 75.32% in Maharashtra are below 20 years of age. Married persons (48.89%) are more than unmarried (47.41%) persons in Andhra Pradesh and it is reverse in case of Maharashtra.

The maximum number of dropouts (32.1%) is found at primary level in Maharashtra and this is followed by (25.93%) in Andhra Pradesh. The number of school leavers/dropout decreases if the levels of

education increase. The year-wise distribution of school leavers among the school leavers reveal that 61.48% in AP and 74.08% in Maharashtra have left the school since last 1 to 6 years and the remaining in between 7 and more than 17 years. It is interesting to know that though several educational programmes were started and implemented in recent years, the number of school leavers are increased enormously.

Education helps in controlling size of family by adopting family planning methods. Among the school leavers 61.48% in A.P and 76.54% in Maharashtra have 2 to 5 members per family. Among the school leavers 45.18% in Andhra Pradesh and 29.63% in Maharashtra are not satisfied with their present occupation.

Out of 133 school leavers, 69.92% have not expressed any problem regarding ashram schools. However, the remaining school leavers expressed several problems like irregular and inefficient teachers, bad quality of food, scarcity of water, lack of proper accommodation, lack of medical facilities, lack of electricity and poor quality of inputs. Among 133 school leavers, 20.30% have expressed problems with teachers as they are irregular and inefficient. However, The opinion of the school leavers on the performance of the ashram schools reveal that 52.63% in AP and 70.37% in Maharashtra have expressed satisfaction

The reasons for leaving the school as reported by the school leavers consist of harassment by teachers, parents' ill health, work in the field, domestic work, ill health, poverty, inaccessibility, grazing of cattle, looking after younger siblings, death of parents and early marriages. The data reveal that the reasons for leaving the school a maximum number of school leavers (25.93%) in Andhra Pradesh and 30.87% in Maharashtra are failure in different classes and having work in the field respectively. Most of the girl school leavers left the school due to domestic work, brother's education and early marriage. However, the reasons reported by the parents are different consisting of lack of interest among the children, unemployment, necessity of additional hands in their livelihood, death of parents and lack of proper incentives.

Due to isolation and lack of exposure the school leavers do not aware the importance of education Their perception towards formal education is very limited. They have no specific goal of education. A maximum number of school leavers 35.55% in Andhra Pradesh and 50.62% in Maharashtra perceived that education is useful in life and to read and write respectively.

Education helps in bringing awareness and builds capacity to avail development schemes being implemented by the Government. The data reveal that 51.13% in A.P and 74.07% of the school leavers in Maharashtra have not availed any benefits from their respective government agencies. Only 48.87% in A.P and 25.93% of the school leavers in Maharashtra have utilized various development schemes. Out of these beneficiaries getting agricultural inputs and fishing nets in A.P and goat/sheep and petty business in Maharashtra are the maximum number of benefits availed by the school leavers. Most of the school leavers expressed to have vocational training programmes for unemployed youth in various occupational and income generating schemes. The school leavers with out suitable occupation they could not able to work hard and adjust to the local situation. It is better to encourage income-generating activities in non-farm sector among the school leavers.

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APPENDIX - I

Ecological Factors, Consequences and Impact on Education

<u>Factor</u>	<u>Consequence</u>	<u>Impact on Education</u>
Ethnic composition	<ul style="list-style-type: none">• Homogeneity• Size of population• Isolation• Less awareness	<ul style="list-style-type: none">• Less exposure• Far away from the developmental programmes
Location & Distribution	<ul style="list-style-type: none">• Size of habitation• Scattered habitations• Subsistence economy• Availability of natural resources• Residence on hill tops and in interior forest• Interior & fringe• Distance from the native place	<ul style="list-style-type: none">• Poor educational facilities and other amenities• Less exposure to development• Comparatively less enrollment in interior located school• Enrollment• Comparatively more enrollment than their admission capacity

- Forest Policy**
 - No transportation
 - No communication
 - No electrification
 - Permanent structures is mandatory
 - No housing program
 - Tree loss and commercialization
 - Enrollment
 - Defunct schools
 - Irregular attendance of teachers
 - No permanent shelter for all seasons
 - Quality of education
 - Enrollment
 - Defunct schools

- Seasonal Variations**
 - Child as an economic asset
 - Forest wealth vary based on different seasons
 - Lack of resources
 - Children accompany parents
 - Seasonal migration
 - Quality of education
 - Dropout / wastage
 - Absenteeism
 - Stagnation

- Nature of Isolation**
 - Shelter for naxals
 - Students attracted towards naxals act as couriers, messengers and threaten the teachers
 - Teachers are unable to discharge their duties
 - Unhealthy atmosphere in the school
 - Using incentives for vested interests
 - Poor quality of education

Occupational Patterns

- Food gathering
- Podu cultivation
- Agriculture
- Children assist their parents in their economic activities based on age and sex
- Absenteeism
- Stagnation
- Wastage

School Environment

- Infra structural facilities
- Facilities decrease if isolation and distance of the school from main road increases
- Enrollment
- Attendance pattern
- Quality of education
- Influences the functioning of school
- Poor quality of education
- Monsoons moderately high and prolonged
- Low temperature, severe cold, snowfall, cold breezes in the forest region during winter
- Working hours of school
- Poor health
- Late starting and early closing of school

Mosquito Menace

- Lack of facilities
 - Malaria fever
 - Infectious diseases

Water Resources

- Soiled water during rainy season
 - Water scarcity in summer
 - Oily water
 - Inaccessibility

Academic Curriculum

- Not suitable to the tribal areas -
 - shandy day, festivals of the interior and isolated areas
 - Teaching aids

Attitude of Parents

- More responsibilities of the girl child
 - Parents are not interested in their education
- Long absenteeism
 - Poor performance
- Health hazards - Scabies, malaria fever, students engaged in fetching water.
 - Wastage / dropout
 - Poor quality of education
- Absenteeism
 - Wastage / dropout
 - Poor quality of education
- Low enrollment of girl children
 - Low female literacy

APPENDIX-II

Existing Facilities and Their Impact on Ashram School Education

<u>Facility/ Maintenance</u>	<u>Consequences</u>	<u>Health hazards</u>	<u>Impact on education</u>
Accommodation			
• Over crowding	• Spreading of diseases	• Suffocation/ Choking	• Enrollment
• Spatial problem	• Breathing problems	• Skin diseases	• Dropouts
• Poor maintenance	• Interruption to class work with sick people	• Respiratory diseases	• Irregular attendance
• Common space for both class work and sleeping	• Belief in spirits, devils leading to Magico-religious practices		• Low achievement
Quarters			
• Lack of proper supervision	• Young children afraid during nights	• Getting fever	• Irregular attendance
• Absence of non-teaching staff during night times	• Urination in beds	• Ill health	• Low levels of achievement
	• Daily routine in premises and creating unhygienic environment	• Skin diseases	• Dropouts
		• Feeling insecure	

Electrification

- Low levels of achievement
 - Problems due to smoking
 - Ill health
 - Bronchitis
 - Breathing problems
 - No electricity
 - Damage of solar lights or Hurricane lamps
 - Not paying kerosene charges
 - Kerosene bottle lamps

School & its environment

- Cleaning of class rooms favorable to insects causing illhealth
 - Cleaning of courtyard
 - Cleaning of premises
 - Compound wall to the attendance
 - Low achievement

Kitchen & dining facility

- Cooking in open place
 - Dining food in open place
 - lack of store room facility
 - Unhygienic conditions
 - Spreading of diseases
 - Ill health
 - Irregular attendance
 - Low achievement
 - Poor maintenance

Quality of Food	<ul style="list-style-type: none"> Poor taste Less consumption Indigestion Unclean food material Alcoholism among the cooks 	<ul style="list-style-type: none"> Stomach disorders Loosing appetite Malnutrition Diarrhea Gastroenteritis Vitamin deficiency 	<ul style="list-style-type: none"> Less attention Absenteeism Low achievement
Food schedule	<ul style="list-style-type: none"> Late serving of breakfast Early serving of dinner One meal on Sunday 	<ul style="list-style-type: none"> Feeling hungry and weak loss of appetite 	<ul style="list-style-type: none"> Acidity Giddness
Water facility	<ul style="list-style-type: none"> Stagnant water for cooking Soiled, oiled and fluoride water Unboiled water for drinking Fetching of water from distant places Poor water facility 	<ul style="list-style-type: none"> Prone to malarial fever Irregular bathing habits Students engaged in fetching water Unboiled water for drinking Fetching of water from distant places Poor water facility 	<ul style="list-style-type: none"> Diarrhea Amebiasis Dental problems Scabies Worm infestation
			<ul style="list-style-type: none"> Less attention Low achievement

Bedding Material

- Poor quality
- Irregular supply
- common usage
- Unwashed clothes
- Less durability
- Spread of diseases
- quarrels among students
- Exposure to severe cold & winter
- Leaving to home
- Burden on parents

Soaps (Bathing & Washing)

- Poor quality
- Irregular supply
- Less number
- Students not interested
- Burden on parents
- Sending to home/ Parents collect
- Quarrels among children

Uniform

- Poor quality
- Unsized dress
- Unstitched cloth/ No stitching charge
- Irregular supply
- Cold
- Cough
- Running nose
- Fever
- Skin diseases
- Pneumonia
- Uncleanliness
- Skin diseases
- Less attention
- Low achievement
- Irregular attendance
- Cold
- Cough
- Running nose
- Fever
- Skin diseases
- Absenteeism

Hair dressing charges	<ul style="list-style-type: none"> • Presence of lice • Ugly looks • Uncleanliness • Itching and irritation • Tonsure 	<ul style="list-style-type: none"> • Dandruff • Itching 	<ul style="list-style-type: none"> • Less attendance • Low achievement
Play ground	<ul style="list-style-type: none"> • Fund shyness, isolation, narrow mindedness • Availability of play ground • Sports material supplied • Physical education teacher and his residence • Exercises in morning • Types of games 	<ul style="list-style-type: none"> • Dullness • Coping nature 	<ul style="list-style-type: none"> • Less attention • Low achievement
Gardening	<ul style="list-style-type: none"> • Not doing properly • Income spend for students 	<ul style="list-style-type: none"> • to keep body in fitness • Provide good diet to the students 	<ul style="list-style-type: none"> • Fitness • High achievement • Training in occupational activities
			v

Attitude of the teachers & non-teaching staff

- Lack of medical knowledge
 - Sending to homes Folkways of curing
 - Leads to complications
- Avoiding risk
- Inability to serve sick
- Menstrual problems
 - Absence of Matrons
 - Lack of knowledge
 - Misconceptions about monthly periods
 - Lack of knowledge and traditions
 - MMP Register not maintained
- Long absenteeism
 - Dropout
 - Low level of achievement
- Lack of medical facilities
 - Leads to complications
- Irregular attendance
 - Low level of achievement
 - Dropout
- Long absenteeism
 - Malaria fever
 - Infectious diseases
 - DTP not sprayed
- low levels of achievement

Medical Aid	<ul style="list-style-type: none"> Lack of medical facility Inaccessible medical facilities, absence of doctors at PHCs Lack of medicines in PHC s Private Doctors Practice of traditional methods No medical visits No medical checkup 	<ul style="list-style-type: none"> Leaving school Burden on parents Traditional ways of curing diseases Takes long time for recovery if he goes to home Some times lead to complications Long period in sickness 	<ul style="list-style-type: none"> Severe health problems 	<ul style="list-style-type: none"> Absenteeism Stagnation Dropouts
Treatment to the sick	<ul style="list-style-type: none"> Treatment in school Poor care by staff No special diet to sick No diet precautions/regulations Sick and normal reside at one place Treatment at home Folkways of treatment Lack of medical facilities at village 	<ul style="list-style-type: none"> Make things complex Long period of sickness Spreading of diseases 	<ul style="list-style-type: none"> Malnutrition 	<ul style="list-style-type: none"> Absenteeism low levels of achievement
				21/12/2014